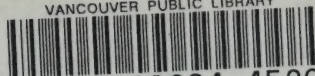




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REPORT

OF THE

Eighth Annual Convention

OF THE

British Columbia Association of School Trustees

Held at Vancouver, B. C.


Nov. 8, 9, 10, 1911

Record Press, 1523 Fifth Avenue, Vancouver, B. C.

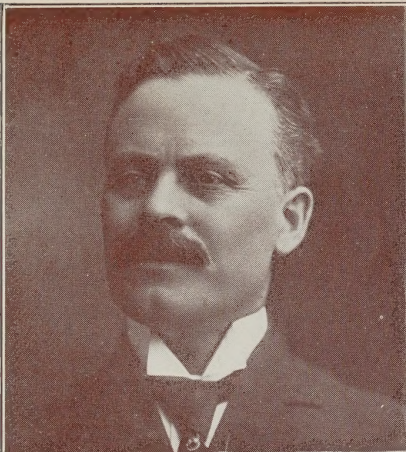


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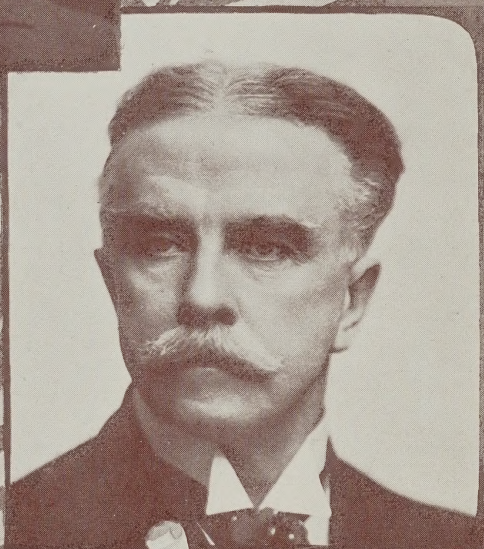
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VANCOUVER
PRESIDENT ELECT



Honourable Henry Esson Young
M. D., L.L.D., Minister of Education



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KELOWNA
RETIRING PRESIDENT.

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Mr. J. J. Dougan, Member Board of School Trustees, Vancouver, B.C.

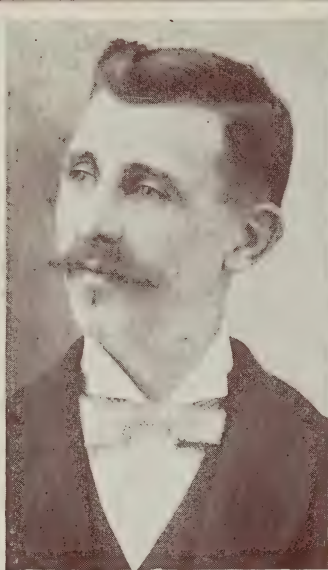
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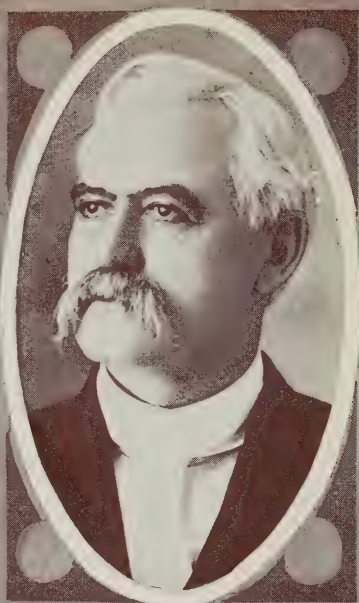
Mr. J. J. Dougan, Vancouver, B.C.

Mr. L. A. Palmer, Member of Board of School Trustees, Kamloops, B.C.

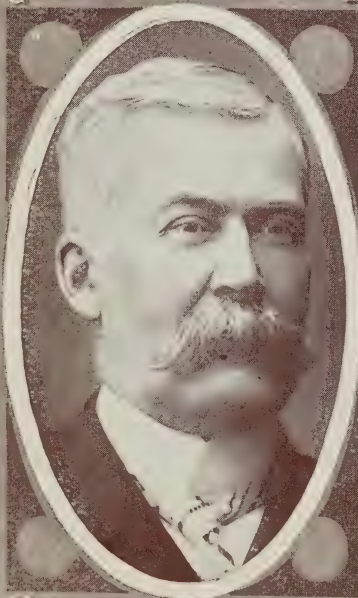
Mr. A. Stevens, Member of Board of School Trustees, Cedar Cottage,
South Vancouver, B.C.



MR. GEORGE A. STEVENS
SOUTH VANCOUVER



MR. A. R. STEACY.
NORTH VANCOUVER



CAPT. D. MCINTOSH
FIRST VICE PRESIDENT VICTORIA.



MR. J. J. DOUGAN
VANCOUVER

Morning Session

November 8, 1911

WITH the drop of President Thomas Lawson's gavel, the eighth annual convention of the British Columbia Association of School Trustees opened at the Aberdeen School, at Vancouver, on November 8, 1911, and no more propitious circumstances could be desired than surrounded this, the first day of a three-day convention period. More than one hundred persons were inattendance. Of these, fifty were delegates and an equal number from Vancouver and near-by points, who had gathered to hear what the programme had to offer.

ADDRESSES OF WELCOME

from his worship Mayor L. D. Taylor and presidents of leading organizations of the City of Vancouver, appointment of committees and the delivery of two speeches, one by Mr. Thomas Lawson, president of the Association, and the other by Mr. J. McCaig, B. A., LL. B., superintendent of schools, Edmonton, on "The Socialism of Educational Work," marked the morning's session of the convention.

In addressing the convention, his worship the mayor pointed out that in devoting their time to directing the educational work of the city, the trustees take upon themselves a very important task, for the educational institutions, he declared, are the most important part of the civil life.

MAYOR L. D. TAYLOR

said in part:

"On behalf of the city which I represent, I desire to extend to you a very cordial welcome and wish you to enjoy yourselves with the utmost freedom.

"I can not welcome you in the same old stereotyped way because I feel that you are different from the ordi-

nary persons whom I meet and because I feel that your coming together is most important, and, further, because I feel that this convention is one of the most significant that has ever been held in Vancouver.

"The school trustees of the country are directing the education of the children and this great work is worthy of the greatest ability and energy on the earth. It is so great that I can truthfully say that you, who have been watching and directing the affairs of the schools, have had by far more to attend to than I or any officers of civic government.

"You have assumed a great responsibility and are performing a most important function of our civilization. The school systems of this city, province, nation and empire, taken as a unit, are the most significant part of all the great social organizations which we claim as ours.

"In British Columbia the school system is advancing year by year, and the best methods are being followed out. Only by conventions of this kind can we get the experiences of one locality compared with those of another. This part of the work is essential.

"I extend Vancouver's most hearty and cordial welcome to you."

MRS. PETER McNAUGHTON,

President of the Local Council of Women, in extending the welcome of the Council, pointed out that the responsibility devolving on the heads of the men directing the educational work of the country is great, and that too much emphasis can not be laid upon the necessity of introducing new and modern methods. She said in part: "One who undertakes this task

must see great possibilities and greater responsibilities. He must be above all things possessed of an open mind, capable of quite forgetting to follow in the old paths should new lights or new conditions suggest or demand the departure therefrom.

"In 1889, I with others had the pleasure of planning a banquet given to one of the first gatherings of teachers held here. Those meetings were held in what was then the New Central School, which at that time seemed a magnificent building, set as it was upon a hill, in the center of the city. And some of us had a wish in our hearts, even then, for the day when Vancouver should become the educational center of this province. As to the programme for that institute may I say in its every suggestion it was totally different from the one which we are to consider here and now. We stand on a sort of pinnacle today, looking back on great achievements along the line of the education of our youth. Shall we not cast a forward glance as well to the time when we shall include more fully the study of organized play for our children and the securing of proper playgrounds and open spaces for their benefit; when the vacation school shall be considered as a possibility; when we shall strive even more than at present to send out all-round men and women, who shall not only realize their own power, but their responsibilities to their fellow citizens."

MR. A. G. McCANDLESS,

President of the Vancouver Board of Trade, in representing the business men of Vancouver, said he had a hearty respect for this kind of an audience, for it was composed of men and women who are getting no recompense for their work other than the gratified feeling that they are doing a great work for humanity and the future generations. Mr. McCandless em-

phasized the value of conventions, and touched upon the idea that patriotism should be taught in the schools and that flags should be exhibited from the tops of every flagpole in the city. This demonstration, as well as other schemes to instil into the child's mind the true respect to country, should not be overlooked.

MR. J. W. FARIS.

of the Moral Reform and Temperance League of the city, spoke a few words on the effort that is being made to have the schools take up certain medical instruction so necessary to the health and happiness of the children. He said that there are many things which should be taught at the home, but which are sadly neglected and because of this neglect should be taken up by the schools.

MR. R. P. PETTIPIECE.

on behalf of the Trades and Labor Council, extended a welcome to the delegates. He declared that the body which he represented took the invitation to appear before the convention as an exhibition of the broad and fair-mindedness of the men who had charge of the convention's affairs. He spoke for some time on the closely allied interests of the schools and the Trades and Labor Council. He said that the Council had a great deal to do in helping the boy or young man after he left the schools.

Following the addresses of welcome the President of the Association, Mr. Thomas Lawson, outlined the work of the organization and told what had been its aims and efforts during the past year, and what it hoped to do in the present year.

The committees appointed were: Resolutions and Nominating, Messrs. J. R. Stacey, Captain McIntosh, J. D. Breeze, Dr. E. C. Arthur and Mr. J. M. Wright; Credentials, Spencer Robinson, H. J. Barber and J. J. Dougan.

Address of Welcome

By President Thomas Lawson

AS PRESIDENT of the Trustees' Association, I must say the Executive is greatly pleased to find so many trustees present from the various school districts of the province. It speaks well for the educational work of our province both as regards the present and the future, when men, though not actively engaged in the teaching profession, will assemble to discuss the problems of school administration and thereby lay the foundation for greater progress than we are making today.

"As a representative from one of the interior cities, I must say that we greatly appreciate this opportunity of meeting at Vancouver, and of visiting its schools. We are all amazed and delighted at the progress this city has made. We are pleased, too, not only because Vancouver has become the fourth largest city in our Dominion, but also because during all this great influx she has amply provided for the educational needs of a great city. Vancouver schools are not only commodious, but all phases of the curriculum, including art, manual training, and domestic sciences, are well provided for. The standard and efficiency of our schools would be improved if all schools would adopt the Vancouver plan of a regular salary schedule, and thus reward merit in our teachers by giving them a decent livelihood.

"During the convention we will have ample opportunity for discussion, in connection with the carrying out of our

Duties as Trustees.

The real virtue of our assembling together, however, lies, not in the number of changes in the working of the

school act, but rather in the benefits we derive from a mutual interchange of ideas. Trustees, like everyone else, if they never see anything but their own school or the members of their own board, are apt to get in a rut—to become narrow and indifferent. The progress shown by other schools, and the suggestions given by other trustees, should encourage us to make greater efforts to improve school life and results in our own districts. On the other hand, 'misery likes company'—so when we hear that other trustees have difficulties, it tends to lighten our own burdens. Already, too, we have been rewarded by seeing many amendments to the school act, along the lines suggested by the Trustees' Association. The association is really our only official medium of communication with the department, and on behalf of the association I would express our gratitude for the gracious treatment the department has always accorded us.

"The time has passed when a trustee is a mere agent of the ratepayers to build and equip the school, and hire or discharge the teacher. Trustees must be active factors in the educational work of the community. They should have a grasp of the modern methods of school work and keep in intimate touch with

The Teacher and His Work.

To do this, they should be confidential partners of the teacher. Their visits to the school should be regular and informal, not spasmodic and formal. They should do their work, not with a view of fault finding, but of supervising and advising. In all things directly connected with the conduct of the school, the teacher should be

master of the situation; the trustee acting as a final court of appeal, and only interfering on important questions. Then, too, trustees have the right to expect good results from the teacher. If there is anything which causes an obstacle to the teacher's faithful performance of his duty, the trustees should remove it, if possible. When this is done it is not only the privilege but the duty of the trustee to demand, that the teacher do his work according to the regulations and in the interests of his pupils. With this co-operation of effort, and reciprocity of sympathy, many of the difficulties between teachers and trustees, and between teachers and parents, would be removed.

"But if we are justified in demanding first-class work from our teachers, and in being satisfied with nothing short of that, it is only fair that we should be prepared to do our part. I am now, and have always been, an advocate of reasonable salaries. It is ridiculous to expect a teacher to throw himself or herself body and soul into their work, when he is earning barely enough to keep that body and soul together. It is beside the question for me to go into

The Whole Salary Question,

but I do want to emphasize the fact that, while the cost of living is increasing by leaps and bounds, there is nothing like a proportionate increase in salary. It is beyond question that the cost of living in British Columbia is at least fifty per cent. in excess of Ontario; yet there is nothing like that difference in teachers' salaries; in fact, the high school teacher in Ontario receives more than one in a similar position in British Columbia. I know of instances in large graded schools where the teachers in lower grades receive \$60 per month, and of this have to pay \$35 for board. Is it surprising if they are 'time-servers,' merely 'keeping school'? In this connection I should like to strongly ad-

vise every school board to maintain an adequate salary schedule, and to adhere to it. The advantages are obvious. Every business enterprise recognizes that to secure efficient service from its employees, their increased proficiency must be adequately and systematically remunerated. If our schools are to be conducted in a business-like way, a similar system is essential. In addition, it tends to overcome the greatest defect in our educational system—the constant changing of teachers. A teacher will generally accept a somewhat low salary if he knows that by diligent and successful work he is assured of a respectable maximum at the end of four or five years. On the other hand, he will hesitate to make the sacrifice involved in leaving a school where such an arrangement is in force, to go to another where it will be necessary to start again at the bottom. A salary schedule is the fair and logical system for both teachers and school boards.

"During the past few years there has been a growing feeling that

Our School Curriculum

is in need of revision. It has been strongly urged that the education received by a boy or girl in his public school life should be in accord, so far as is possible, with his future vocation. I realize that the difficulties in the way are great, but, in my opinion, the sessions of this convention could be employed in no better way than in a full discussion of the possibilities of adopting a wide optional course of technical education to our school system. It would be necessary to have a wide scope of options because in a country whose industries and whose needs are so greatly diversified, it is essential that opportunities be afforded the student to select the subject best fitted to his own needs. To this end, I should strongly advocate that agriculture, and in particular horticulture, elementary geology and miner-

alogy, bookkeeping and other commercial subjects be included. Of necessity these subjects could only be treated in an elementary manner in the lower schools, but it should be possible to continue this work in the high school, and so give the student of the Vancouver schools a working knowledge of commercial systems, the student of the Okanagan and the Kootenays of fruit growing; the student of Vancouver Island and the Boundary of mining and minerals.

"The importance of technical education cannot be over-estimated, and I trust that it will receive the deepest consideration both of this convention and of the education department.

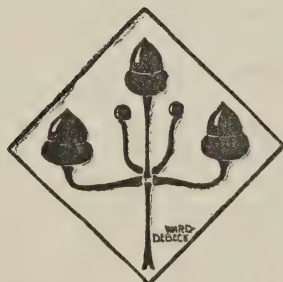
Compulsory Attendance.

"Another matter, Mr. Chairman, I would like to mention in regard to our convention is this. We do not have as large an attendance as we should; in fact, it should be compulsory for one trustee from every school in the province to be present.

"I don't know, Mr. Chairman, how it affects other members, but I know that I always come back from these meetings more determined to help along the good work than ever, and I know we all do. And, ladies and gentlemen, is there a greater or nobler work in our land than the education of the young? I say NO, there is not. Then as trustees, let us give our very best towards this end, and do all in our power to further the interests of education in our young province.

"In conclusion, let me suggest that we give all matters which come before us wise consideration, and not pass any resolution that would be detrimental to our association.

"Let me express my thanks to the association for the honor you have conferred upon me during the past year. I sincerely trust that the pleasant relationships formed by our intercourse here will be lasting ones, and that our meeting together will prove materially beneficial to the cause of education in British Columbia."



Socialization of Educational Work

By Mr. J. McCaig, B. A., LL. B.

FOLLOWING the President's opening address, Mr. J. McCaig, B. A., LL. B., superintendent of schools for Edmonton, gave his address on

"THE SOCIALIZATION OF EDUCATIONAL WORK."

"Mr. President and Gentlemen,—It is a matter of some gratification to me to have been chosen by the Association of School Trustees for Alberta as one of its delegates to the British Columbia Trustees' Association for the year 1911. I am fortunate or unfortunate in being able to take such duties and charges seriously and am fully determined to make the best of the opportunities afforded to gather information or receive inspiration for the bettering of our own association by being present at the deliberations of this vigorous and whole-souled body of trustees. My hat goes off to the trustee—to the man who has committed himself to the permanent and dignified office of promoting the interests of the bairns of this country and through them to the whole social fabric of the country in the near future as well as in the more remote future when it can no longer be a personal concern to us whether school keeps or not.

"When I say that I have taken this duty seriously, it does not satisfy me to say that I take it seriously from disposition or from the natural habit and necessity of my profession, but rather to a greater extent from my appreciation of and belief in, the seriousness and

Efficiency of This Body Itself.

It was my privilege last year to have been invited to address your provincial teachers' association at Nelson, and I went home to Edmonton suit-

ably renewed in spirit and inoculated with the vigor and optimism of the teaching body of that part of the province and I am fully prepared to find the same life and spirit in the trustee body and to enter fully into the profit and pleasure of its deliberations. I may say that I had not expected to be honored with the duty of offering a topic for discussion and must simply explain that I found it harder to refuse your Secretary, Mr. J. J. Dougan, than I expected to find it to go ahead and do the work.

"It is my privilege to extend to you the greetings of the Alberta trustees' association, and to wish you continued success in the work which you have so energetically undertaken. I may say that in Alberta we hold the trustees' association of this province in good esteem. We have enjoyed the visits we have had from your delegates and have had profit from their addresses. It seems to me that the farther we go West the greater is the susceptibility of a people to a wholly modern institutional life and the more energetic people are in bringing things to pass. I forget for the moment whether Alberta is east or west of British Columbia, but I intend to look this matter up on a reliable map. I am quite certain, however, that the provinces of

British Columbia and Alberta Are Side by Side.

"The subject with respect to which we shall make a brief study is 'The Socialization of Educational Work.' The title perhaps requires some explanation. It might be expressed in other words as a study of the influence of social demands on educational practice and idea, using the term so-

RIDGEWAY SCHOOL
NORTH VANCOUVER



cial to stand for the total of the interests of society. It might in yet another way be set forth as a study of the changes that have come over school practice and idea, in order to make school work reflect adult interests and activities. I think that perhaps the best way to characterize briefly the sociological movement in education is to describe it as a conscious attempt to make our education an initiation into normal society.

"I have chosen this subject not only because it stands for the dominant note in educational thought at present, but because this dominant note is not characteristically of the school master's making, but is of general or popular origin. I think that we are too often engrossed wholly in near-by interests and practice and that we forget to keep in touch with unifying principles and broad movements. It is my hope that our discussion and deliberation may result in our fuller appreciation of the dominant note in our educational thinking and doing, and also result in a more intelligent appreciation of the significance of our details of practice in relation to our general ideal. I trust that in the search for the unifying principle of our work we may have a free discussion, for I expect to need your assistance.

"It scarcely needs saying that the

Evolution of Educational Thought

and practice has been marked by an outstanding feature or idea in successive periods and hence it is a legitimate and profitable thing for us to try and understand the mainspring of contemporary practice. In early Christian times, for example, education was dominated by the religious or clerical idea. Men in the good old times were taught to die instead of to live, and notwithstanding that dying is the last thing a man thinks of doing, and that the results of teaching to the end of securing a happy exit from life are veiled in uncertainty,

this ideal prevailed from about the sixth to the thirteenth century. While there may have been a species of domestic training at this time devoted to the pursuit of war, the clerical or monastic education is the only type with any intellectual thread or idea by which continuity can be established in educational evolution.

"Following the period of the monastic ideal we have the culture ideal, which assumes for its end the heightening of enjoyment in the individual by intellectual pursuits and intellectual training—a substitution of present enjoyment for future happiness—a cash payment instead of a slow note. In one case you get

The Things Worth Living For

when you die as you do in the case of life insurance (though the plan we have been speaking of is more like fire insurance); in the other you get the things worth living for while you wait. I do not wish to imply that a realization of the wisdom of right conduct for the sake of future happiness has ever been lost, but simply that a change of the kind I speak of stands for the dominant note in formal education at a certain period in our educational history. The education of the gentleman was the kind talked of and provided for in the second period.

"The culture ideal in education has persisted well into our own time, but circumstances have operated to modify it. The great humanitarian movements growing out of the religious revival of the eighteenth century and the growth of democratic sentiment have led to a decentralization of privileges from the classes to the masses. The rise of industrialism and the commercial strife of nations have made necessary the heightening of the intelligence and efficiency of the producer for the sake of national strength. These changes have made education a social rather than an individual question, or at least have made the point of approach social rather than

individual, and the aim of making education an instrument for the regeneration of society or for securing its efficiency and stability is called

The Sociological Movement.

The three periods I have briefly described are sufficient to display, so to speak, a procession of master ideas. If further illustration is required, we can find it much nearer our own time. The beginnings of New England education, for example, from which our own Canadian systems have taken their rise, were almost wholly religious. The catechism was at one time the sole text-book. We have just emerged from a second period of purely scholastic feature in which the rules of grammar and arithmetic were almost the be-all and end-all of the school boy's experience, and we are now busy with the task of synthesizing or building together or co-ordinating our older school arts with many things more specifically connected with the duties and activities of the adult. In other words, we are incorporating the rudiments of living with the rudiments of learning.

"It is important to get an appreciation of the scope and sweep of the sociological movement in education. With respect to the monastic and culture ideals, it is plain that the aim in each case is quite circumscribed. It is circumscribed with regard to matter or content, as we have already seen, and it is likewise circumscribed with respect to incidence or to the number affected. In the first case we educated monks, in the second we educated gentlemen, now we educate people. Not only do we educate people, but we approach

The Problem of Educating People

from the social standpoint and not from the individual standpoint. Society is a vastly complex thing, institutional and industrial life are extremely varied, and so our education must be a rather complex thing. This education of today must appear still

more complex because we are the heirs of all the ages, and our systems of today must incorporate all that has gone before. It is still necessary to inculcate self-sacrifice, to cultivate the intelligence through the arts and sciences, but it is necessary in addition to this to produce efficiently and to become participators in the social and political activities of our fellows.

"In this view it is necessary for us to revise and broaden our definition of education. The parson and the schoolmaster have had their definitions. The former sees as the crown of education the development of personal humility and dependence such as are begotten of religious teaching; the schoolmaster, seeing before him the capacity of that power called mind, to react and become strong through exercise on suitable material, has called education the development of the mental powers of the child. The publicist or statesmen and the employer of labor have likewise made their definitions. The publicist, having in view the stability of the democracy, regards instruction, knowledge, information as indispensable for the exercise of intelligent citizenship and the employer of labor regards efficient industrial service as the chief end of training. It is quite possible to find something good to say for the idea underlying each of these definitions that stand for such common and standard qualities as humility, mental power, patriotism or industry.

"A slight digression is necessary here. With respect to

Religious Training,

it must be said that western civilizations in the working out of state systems have handed this work over to the church and to parents, with what result with respect to the individual and to the school it is perhaps difficult to say. The student of institutions will say that society is dominated or served by five great institutions with distinct purposes or mo-

tives. These are the family, the school, the church, the state and business. The motive of the family is self-sacrifice, of the school self-culture, of the church self-abnegation, of the state self-assertion, and of business self-interest, and the student will argue further that the process of differentiation of institutions for specific purposes implies a sharpening of differences rather than a breaking down of such differences. He would regard as reactionary and unscientific, so to speak, any attempt to have one institution attempt the work of the other—this entirely apart from the argument that it is difficult to teach religion without dogma and difficult to find dogma for common acceptance. It should be understood, however, that the handing over to the church the matter of religious instruction does not free the school from the responsibility of securing moral progress, which is an important general end of religious teaching. One of the great problems of the school is to nurture a keen moral sense by a purely secular system. This is a digression from the main interest of this discussion.

"With respect to the ideas standing out in the other conceptions of education, namely,

The Idea of Mental Power,

of knowledge for citizenship and of industrial efficiency, it may be said that the modern conception of education takes account of all. It is quite plain that this view of education is distinctly eclectic. The problem is one of harmonizing the requirements or the development of the individual with social service. Education is the process of bringing the individual into unifying relations with society—to secure the development of personality and social welfare at the same time. It would seem to be the work of shaping the individual to some given social standard suited to his characteristic powers, with the aim of doing the best

that can be done for both the individual and for society. It is the new emphasis given to the subject of education from the social side that constitutes the sociological movement. Thus far we have been concerned with finding out what the sociological movement is, or with arriving at a definition of education according to the sociologist. We have yet to study its application to practice.

How and What to Teach.

"We are concerned not only in the having of a just appreciation of the main tenor of our work, but likewise with its consistent working out. Under the earlier conception of education, which held it as mental discipline, the great matter of interest to the educationist was how to teach; under later conditions much greater interest attaches to the question of what to teach. It is clear that if education is the initiation of the pupil into normal society—in other words, if it is the process of adjustment to our civilization, we must have some idea of what that civilization is. We must likewise select and organize the materials of that civilization to the needs and capacities of pupils. It is quite clear, likewise, that civilization is dynamic, not static, and that if we are to make our education of a piece with our civilization, it must undergo progressive adjustment to our civilization. In any case, we must organize the materials of our civilization for use in our schools.

"A just idea of what our civilization is may be had from a consideration of its origin. A child begins life in ignorance, but with potentialities. If he were not educated, he would live as primitive man at all times has lived, but even primitive man has handed on his experience to his children, who have themselves made variations and additions in skill and in ideas.

Our Civilization

thus consists of the summarized ex-

periences of the race and the process of education is the reproduction in the individual of the experiences of the race. It is to the world of ideas represented in our books and our political, social and other institutions and activities, the child has to be adjusted or at least to such parts of it as are within single or individual capacity.

"The usual classification under which the materials of our civilization are placed are related to the capacities of the mind of man to know, to feel and to exercise volition, and the products of these activities represented in the sciences, arts and institutions, are the common materials on which the formal education of children is based. If we were to choose representative subjects from these arts, sciences and volitions in the public school course, we might select the arts of literature, drawing and music, the sciences of geography, arithmetic and grammar, and under the volition or those subjects which represent men in action, the subject of history. It is quite clear that all of these subjects, or the body or content of all, are products of the mind of man and are part of the inherited spiritual or mental achievements of man, and so must form part of the body or content of material on which the child must be exercised. Though these are not subject to question as part of the materials of a public school course, because they are for the most part the elementary disciplines or rudiments of human experience on which

Progress is Conditioned,

the sociological movement has a word to say in their treatment. Literature in its best sense discloses the nature of man. It reflects his ideals, sentiments, opinions and aspirations. The subject must be rescued from the word-monger. Even the understanding of it is only a preliminary state in its teaching whose appropriate re-

sult is right feeling and the creation of tastes, sentiments and aspirations. The art of music is one of the purest of the arts. It gives force to the sentiment of poetry in song and mellows the sorrows and enhances the joys of mankind. Its cultivation increases emotional susceptibility and gives flexibility and expressiveness to language. Drawing, or in its highest form painting, is a channel for the ideal representation of things seen and felt. It likewise has manual and mathematical sides. It may be said with respect to all the arts and with respect more particularly to music and drawing, which are often neglected, that the sociological idea which recognizes these arts as important and fundamental social inheritances, recognizes them as essential material for the training of children. The reaction against the profligacy of late Greek times, represented in the narrow ascetic education of the time of the monastic period, submerged for a time both the intellectual and aesthetic fineness of Greek education. From

Intellectual Lethargy

we have recovered through the office of philosophy and science, but we have not yet fully recovered from the submerging of aesthetic appreciation, and I venture to say that a better class of art teaching will mark our educational work in the future. Our progress in material things may be partially accountable for our backwardness in the arts. It is a question whether or not the change has been wholly beneficial.

"With regard to the science of arithmetic, the sociologist would demand that the exercises of the schools shall be related to the practical needs of business life, that the science of grammar be the practice of expression rather than the learning of rules without understanding, and that the science of geography be made a socializing study, as it can be made above

any other on the programme of studies, that beginning with the world of nature in plant, animal and soil, the weather and the world both near at hand, and far away as the home of plants, animals and man, it may expand into world relations in economic production and exchange and furnish the basal interest for half a dozen other sciences, such as botany, zoology, geology, and mineralogy, as well as social sciences, such as economics.

"On the Side of History,

which represents man in the mass in action or volition, the sociologist demands that it be presented not as a chronicle of war but of peace, of economic advance, of social and moral betterment, and of political evolution, and that it be presented likewise in close relation to civics, which gives light to the discharge of the duties of right citizenship—in other words, that it be made an up-to-date study of achievement.

"I cannot dwell longer on the matter of what are recognized as fundamental school arts in the sociological view, or on the influence of the sociological view in their treatment, but I trust I have gone far enough to show the bearing and practical application of the sociological movement on our school practice as we set out to do. Briefly, it recognizes the necessity of including in the content of school courses all the arts and sciences that are the characteristic products of the essential mind functions of man and calls for up-to-date treatment and adaptation of these. We must not let our school clothes get out of fashion. I have yet to notice an important illustration of sociological influence. The sociologist has included in his scheme of education by adoption

The Industrial Idea.

While the sociologist is liberal in his inclusion on courses of study representative subjects in the arts and sciences that constitute a large part of the achievement of the race, he has

not lost sight of the idea that an important heritage of the race into possession of which the pupil must be put, is the capacity, or shall we say, necessity, of producing as well as enjoying. He has not lost sight of the fact that from both an individual and social standpoint it is necessary for us to do something as well as know something. As has been said before, the schools are charged with the double duty of putting the child in possession of the rudiments of learning and of the rudiments of living. Hence we have subjects on the programme that stimulate production, creation, construction and execution. It is sometimes said that the best education is the education that stimulates to action, and though this was intended in a broad sense, it is true in a narrow sense that exercise is the instrument for the development of industrial aptitudes. In answer to this idea we have two or three subjects representative of the industries in the public schools in most modern systems. These are manual training, agriculture and domestic science. In relation to the public schools, it is necessary to fully understand that these are subjects representative of the industries rather than narrow industrial subjects. In the case of

Domestic Science,

of course, the subject is likely to be directly occupational, and the course relates to practically a universal occupation, or at least interest among women. Manual training is not trade work so much as educational work aiming to prevent the submerging of industrial aptitudes. Its value in the development of resource, judgment, accuracy and industry, is much greater than its value as training for occupation. It is a valuable addition to the training in the ordinary school arts for the development of the general virtues nurtured by the common school. Agriculture in the common school is elementary plant and soil

science illustrated by such practice as gives life, interest and significance to an applied science subject. It is equally applicable to horticulture and agriculture, and is not explicitly the making of farmers. It is difficult to know whether we are orthodox or not on subjects of this sort. The popular idea of them is that they are trade subjects. The practical man calls for agriculture as a trade subject rather than for interesting near-at-hand science underlying the art. The age at which a pupil leaves school has something to do with the way this subject is viewed or treated. To a boy leaving school from necessity, teaching with a close bearing on immediate occupation is desirable. The educationist, on the other hand, has

To Deal Largely With Masses

and cannot avoid framing his system on something of an ideal basis, that is, on the basis of school experience reaching up to manhood, in which case the aspect of the subjects we have been speaking of should in the public school period be broadly educational rather than narrowly technical. This view of them is in accord with the modern democratic tendency to give common occupations the standing of the professions. It is likewise in accord with the idea that culture is not a quality to be derived from the pursuit of any fixed set of subjects—the literary subjects, for example, or to pertain to persons skilled in those subjects—but that it pertains equally to those who are moving in the light of advanced education in their pursuits of whatsoever sort. The measure of culture in a democratic state is the standard of advanced efficiency in the world's work. In this view these subjects are calling for recognition among the branches of higher education, and when they have attained this status they will be viewed in the public schools in the same way as the elementary disciplines constituted of the ordinary school arts.

The persistence of the purely intellectual ideal in education and the insistence that women are intellectually the equals of men, have led to much heart-breaking work. Women are mentally the equals of men, but mentality is a composite quality made up of the powers of knowing, feeling and willing, and in their love of truth, beauty and goodness, which is the best result of normal training of the mind, they as frequently surpass as fall behind men. On the basis of pure intellectual work, such as is begotten of the strife for university honors, their constitution is against them on the average, but the field is open to those who can stand it. The efforts of educationists should be directed towards raising the business of homemaking to the dignity of the arts and sciences instead of encouraging undeveloped girls into work that saps their blood and nerve force and womanhood.

"Thus far we have confined ourselves to a discussion of the attitude of the sociologist to the common school arts, with a view to showing that he is neither an individualist, dealing with the problem of developing certain set powers of the mind, nor a narrow utilitarian, dealing with the problem of industrial efficiency, but as an up-to-date student of the educational process who regards it as the putting of the pupil in possession of the characteristic spiritual inheritances of the race, putting him in touch with its institutional and industrial life to his own and the social betterment.

"It is not my intention to continue this discussion to include a consideration of the secondary schools. I am satisfied if we have been successful in our search for a unifying principle underlying our educational work and in fixing or illustrating its operation in relation to that branch in which we are all most vitally interested—the common school."

Brief Speeches

By Miss Ravenhill, Mr. McCaig, Mr. W. C. Stewart, Dr. E. C. Arthur

AT the conclusion of Mr. McCaig's speech, Miss Ravenhill made a few remarks. She regretted the one unconscious limitation which appeared in Mr. McCaig's otherwise comprehensive outlook on the scope of school education, was his reference to the restricted value of the domestic arts from an educational standpoint. She stated that if the object of education be the control of conditions, surely this control in a most important sphere, that of the home should follow training in these arts, to which end all the subjects of the curriculum should be called in to form this foundation. A study of history, for instance, throws light on the sufferings of the race through ignorance of hygiene; geography draws attention to the influence of environment on food, clothing, occupation, diseases; the elements of chemistry and physics are essential to the understanding of the problems of ventilation, heating, cooking and cleaning. In fact all the experiences of the race should be turned to account for the betterment of life and its adaptation to the stress of modern

Thus in the domestic arts are found the lenz by which the resources of our educational curriculum can be focused upon the art of right living, which is one great object of school training, and the subject affords that opportunity for prompt application to which, and rightly so, much importance is attached today.

As the noon hour was well advanced, it was concluded that an adjournment should be taken until 2 p.m.

On motion duly made and seconded the convention adjourned for a recess.

AFTERNOON SESSION

MISS RAVENHILL

in response to a request for further illustration of her previous remarks on the wide educational scope of a training in the Domestic Arts, pointed out that the art of today is the beautifying of human lives, consequently, training in color, form and its expression should be capable of application to domestic decoration, house furnishing and personal adornment, thus refining and elevating the taste of the community. Experience shows that those countries where the study of sciences and arts which underlie household economics has been pursued with the resources of a university that the result has been the arousal of great interest among women students and has led to the return of many to a home life, where they found it offers the occasion to utilize their intellectual training rather than seeking an outlet for their attainments in the heat and stress of commercial life.

MR. McCAIG

made a few remarks in reply to Miss Ravenhill's criticism, explaining the point of difference between the two viewpoints. In conclusion, he stated that as a mere man there were many things on which he could not say the last word, and admitted that this subject was probably one on which Miss Ravenhill was more qualified to speak last than he.

MR. W. C. STEWART:

"I was exceedingly pleased at the sensible, sane, calm manner Mr. McCaig discussed this subject, although with the conclusion at which he arrived I do not agree.

"We become appalled sometimes at

the broadness of the subjects and the problems with which we are confronted. The fact that we recognize our inability to solve these problems as they should be solved is in itself a step forward.

"We are prone to grapple with the too broad a problem—the curriculum—in too vague, too general, too nebulous a manner. The child must be trained to use the tools he must use in mature life.

"I liked to hear Mr. McCaig. We are the 'heir to the knowledge of all the ages; heir to all the achievements of the ages,' and in our educational system we are trying to put all of this knowledge into the heads of our children.

"We are trying to encompass everything, and endeavoring to cram all of this mass of intelligence, gathered during all of the past ages, into the heads of the little boys and girls of today. We have undertaken to do all that and have still neglected to train the youngsters in the use of the tools they must earn their livelihood after they have finished their school life. We have, therefore, failed to raise them to the highest point of social efficiency."

DR. E. C. ARTHUR

of Nelson gave notice that he would

introduce a resolution covering this point, at a time later in the convention period.

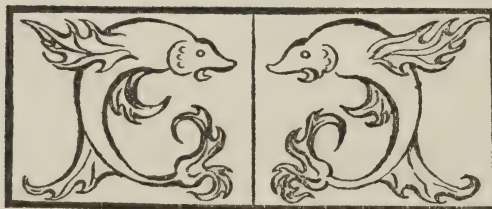
He said in part: "The University of Wisconsin is establishing a model cottage for the instruction of women in home building, housekeeping, cooking and other arts of like nature. That is all very nice. Then, too, many of the high schools of the country are doing the same thing. This, to me, seems like progressing backwards.

"Nineteen-twentieths of the girls of today never see high school—much less universities or institutions of higher education.

The girls who leave school at an early age are just the ones who need this hometraining the most. It is much more necessary to give such girls the domestic training while they are in school while they are in the grades.

"Toronto is building a model home for nursing, cooking, household decorating and kindred subjects. I hope the time is not far distant when the grades will get this instruction."

The president notified the meeting that there was still much work to do, and in furtherance of this Mr. John Kyle, A. R. C. A., of the Provincial Normal school, was asked to give his paper.



Drawn by J. Molaff, Strathcona School



DOMESTIC SCIENCE CLASS.

The Effect of Hand and Eye Training on Industry

By John Kyle, A. R. C. A., Provincial Normal School

MR. KYLE illustrated his address with crayon sketches on a black-board. He said:

"We hear a great deal about this training of the hand and eye. What does it all mean? Is it mere flippant talk on the part of educationists; and only a fad, which may probably die out in a year or two, after much worry? Let us see if there is any good in it and if it is workable on our schools; then let us form a clear idea of what has to be done. The process of training the hand and eye is composed chiefly in doing work which develops power in the hand and enables it to depict what the eye sees, either actually or imaginary. The exercises much cultivate a sense of form and color, an appreciation of good proportion and good harmony. The student must have a true knowledge of all that makes for weak lines and strong, for ugliness and beauty. The result of this training should be intelligent seeing; having power to reproduce what is seen or reproduce some creation of the imagination the hand should be able to serve the will, must be trained to do readily what the will requires of it. 'Though I am old,' said Correggio, the artist, 'yet will my hand obey the dictates of mind.' The hand must be able to fashion with ease the forms which arise before the mental vision. Suave curves and graceful radiating lines must, as it were, flow of themselves from the pencil. This certitude and ease can only come of much drawing with a consistent study of nature, seeing, and what is of much more importance, appreciating the

Presence of Beauty

in the refinements of line which nature presents to us. Any work which

will focus the attention of the person on form and color, and make it imperative on the part of the individual to exercise taste and judgment, will help in training the hand and eye. Any work calling forth self-criticism which must always be attendant on judgment will help to develop and perfect this taste and at the same time dexterity will be gained in production. As the years pass the individual will unconsciously gain power and have confidence in his judgment.

"For training this taste in form and color, for developing this power and confidence in forming judgments, drawing both with the pencil and brush and modeling with some plastic material are the methods par excellent. And drawing must ever be affiliated with design. Copying and creating must always be attendant exercises, must always be studied in juxtaposition in order to make the student feel just how much it is necessary to observe while copying. In teaching English one would not always have students copying from the great masters of literature. They would be allowed to try compositions of their own just to make them feel how little they knew, how few words they really had in their own vocabulary, just to make them aware of what was worthy of their attention while copying. And when the students return to the work of the masters they would probably realize as never before the greatness of the productions; would possibly become enthusiastic about it, which appreciation might perhaps never have been possible had they not tried to create. In the training of taste exactly the same plan is adopted. Drawing from

objects, flowers, copies and designs—copying and creating. This

ing their strength. The industrious and

Training of the Hand and Eye

includes the making of constructive drawings, or as they are often called, work-shop drawings. Making the necessary drawings, plans, elevations and sections in order to completely explain an object. It is from the measurement of these drawings that objects are constructed. The artisan must be able to visualize the object when viewing the plan and elevation. He must be able to picture the complete work in his mind's eye. This power to read plans is not innate in human beings—the mind has to be trained to it.

"The sheet metal worker requires a great deal of study before he can make drawings on the flat metal plate which when bent together will form itself into a cornice, capitol or some such architectural feature. The carpenter must draft out his work or work from blue prints supplied by the architect, and if he cannot bring his mind round to the view indicated by the drawings, he is at a great disadvantage. The dressmaker must cut from the flat cloth shapes which when sewn together will fit the rounded form perfectly, and the more perfect the fit the greater the value of the work. The mind for this constructive work needs training as I have already said. People are not born with the power or knowledge of how to proceed. Some are born with a greater faculty of work than others, but all are susceptible to training. Now I hope that point is quite clear. Hand and eye training is the cultivation of power in the hand, eye and mind to work together. It also means the cultivation of good taste and judgment. We note the life, actions and aspirations of the various nations of the world—some like the youth around us, growing, developing rapidly and feel-

Busy Populations

producing articles of worth and virtue. Ships carrying their wares to all the ends of the earth. Merchants becoming princes and the workmen living in a manner undreamt of a hundred years ago. Other nations, away in the backwash, no ambition disturbs their equanimity, and nothing is allowed to interfere with the 'even tenor of their way.' They watch afar off the strong powers putting on their armor, manning their dreadnoughts and super-dreadnoughts to guard their commercial interests on the high seas and in foreign lands. We see quite clearly with the prominent nations trade and commerce predominating. Trade consuls; trade unions; trade schools. The people seem destined to plan, invent, construct and sell. And what are these great commercial countries doing to prepare their inhabitants for this life? Along what lines are the workers, the producers, being educated? Along the lines of construction, taste, judgment—hand, eye, mind.

"They understand that original, thoughtful work means the training of all the faculties and in every scheme drawing figures largely. Be it remembered drawing is the language of the worker; the universe language of the artisan and craftsman. Everything that is invented in the world must first be thought out, put down on paper, drafted, then constructed. 'If I were to be asked,' said Nasymth, the famous engineer, 'which subject taught at school had been of most service to me, I should say drawing.' To depict on a flat sheet of paper the

Mental Picture of Some Artist,

or construct a work which may have many sides and various thicknesses, requires practice. To do this and to strengthen the mental vision so that a glimpse of the finished article may

be seen before the work is commenced, is considered by the great nations to be one of the most important phases in the education of the people. The famous educationist and teacher, Froebel, says:

"Slight as the necessary expenditure of power in drawing seems to be, yet drawing in its application and execution makes a demand upon the whole human being. True, free, beautiful drawing demands a spontaneous skilled use of the senses, an intelligent and perceptive intellect, forming of judgments and correct conclusions more or less clear while making representations."

"Surely the workmen of Canada, the artisans, should be taught this language; surely their tastes and judgment should be trained and power given them to form correct conclusions. These are the people who are going to make our nation. It is from among them that our governors and leaders of commerce will rise.

"In Great Britain, so much do they believe that design and good taste are of fundamental importance in the education of workers, that a special committee have just recommended to the science and art departments that universities of art be established throughout the British Isles. Experience has taught them that the school of design must dominate the factories. When the factory dominates the teaching of design it leaves to debasement or lowering the standard and consequently a falling off in trade.

Educational Authorities

throughout the world have studied this matter and they have proved their conclusions. Consequently the training of the hand and eye enters into the scheme of instruction in every progressive country on the globe. And it begins in the first year of school life, it is by no cramming process that the hand can be coaxed to obey the dictates of the mind or to depict what the eye sees. The power

is best gained by beginning young and continuing through a period of years until the process becomes a second nature. No need to become an artist, only that the hand, eye and mind will work together in reasonable harmony—the secret of all good work—only that the mental vision will be so strengthened that a glimpse of the finished work will be obtained before the process of construction is begun.

"As I have said the progressive nations know the value of this training. They realize the necessity of fostering the arts, of developing taste. They know from experience that the people who can fashion the natural products of the country into objects showing refinement, character and individuality, will attract wealth to themselves and bring the buyers of the world to their country. They know that it is not sufficient that the production be well made, that the construction be perfect, that the material be well nigh indestructable. It must be good in design also, agreeable to look at. The form of the object must be graceful, must appeal to the good taste of the purchaser, otherwise the attempt to do business will be a failure. Well proportioned and tasteful work pays. If we in Canada would make goods which will command the respect of the world, goods which will sell in their markets, we must train our people.

In Germany

the training of the hand and eye is taken up very thoroughly although at present one cannot say they are great in originality. They are dexterous in applying designs from other countries to their goods. They are aggressive in foreign minds and ever ready to change designs and colorings to suit local conditions. British and French goods have more originality of design. British gold and silversmith works is no sooner on the market than the German, ever on the alert,

makes copies in thinner metal and at a cheaper price. The British goods must be hall marked,—the sign of the Lion must be there. The Germans stamp a kind of half bred leopard or tiger to catch the unwary. Why is it the British textiles are considered so good in color, harmony and design, so good in fact that they export their productions into America and rise over a tariff wall of 100 per cent. The education of workers is responsible for it. The Canadian manufacturing cannot make such of a start in the trade because they have not the trained workers for it and the wages given are not sufficiently high to induce any designers of importance to leave the Motherland.

Success in printing and publishing of books depends entirely on the taste displayed. The typographers must have a trained eye and perfect taste in spacing and choosing their type. The resourcefulness and invention of every workman is displayed in the final proposition. If you investigate the centres of printing in the world from the time of Christopher Plantin in Antwerp to the present you will find the trade based on the education of the workman's taste. It pays not only to have a book well made, but made good to look at,—artistic if you will. Nelson's firm in Edinburgh alone spends over \$100,000 every year for designs.

In France

we have a country where the manufacturers pin their faith design and individuality. Let the German, American and British do the big trade and cut the prices, they say we will look after the select customers. We will increase the intrinsic value of the material one hundred or one thousand times. We will expend our time on the improving of the design, the character of our wares."

"And this pays them. They have a wealthy country. No country in the world where wealth is more evenly

distributed. Half the people on the land. Half in the cities. Nearly all their food supply produced from their own soil. The workers so skillful that buyers gather from all over the world to purchase their goods. Over 20,000 milliners in Paris making hats for the world, not copying mark you, but creating. The Germans, Americans and British do the copying. The French are working from first principles, they go to nature for their color schemes. Their exquisite taste and judgment is shown by their arrangement and combination of material (often trivial in price) into finished productions worth great value.

"The American manufacturer is laying a good foundation for future trade inasmuch as he is copying good designs, and copying always precedes originality. For many years the English pottery firms copied. Chinese designs, until they gradually developed a style of their own.

There is evidence that in many places the makers have their eyes wide open, and are aware of the business advantage of attractive design, yet there is still a great deal to do. Mr. Jas. H. Collins in an article on the subject tells of a certain lamp manufacturer.

I think I have made it clear that the prominent mercantile nations are alive to the

Advantages of Good Design.

that they study the appearance of their productions. Now here are we living in a new country, pulsing with life, not wanting in ambition. What are we going to do to prepare our inhabitants to lift Canada into a good position in the world.

We are living in this commercial age, manufacturing, imports and exports to the fore and it behooves us to give the people the kind of training which will best fit them for the life they are going to lead and which will best help them to raise Canada to the front rank among the nations. It is

the workers who will have to raise her, remember that, thoughtful industrious, steady toil by well trained workers will do it, nothing else. We must be alive to the opportunities of our time and prepare to take every advantage of them.

"We have abundance of clay in our country. At present bricks are made from it, but it is possible to form that clay into architectural features worth one hundred times as much money. Apply good taste, design and art to the clay and something of rare value may be the result.

"In Lancashire and in Wales this trade has made much wealth. Their bricks and ornamental work is shipped to all parts of the world. The making of pillars, capitols, cornices, spandrels and such like have made many wealthy men.

"We have lots of copper and iron. What is it not possible to do with these minerals? Have you ever seen the ironwork of the fourteenth century, from Germany, Belgium, and Holland? Have you ever seen the brass and copper work from these countries? The leather work of Spain? The pottery from Dresden, from Staffordshire from Chelsea? The glass work from Venice? The furniture by Thomas Chippendale and Sheraton? In most of these articles the raw material is not of much value, but the taste and workmanship displayed is exquisite. There is nothing so clear to see as the effect of art on manufacturers, and I think there is nothing so clear to see as our duty in the education of people destined to be the producers of manufactured articles. We must see that taste is trained. Not one person in one thousand is born with it. Remember the good old proverb: "Train up a child in the way it should go, and when it is old it will not depart from it."

"This education must be started at school, we must begin with the children. Let the teachers have the

necessary equipment for training the pupils in making, in constructing and applying what taste they have to the doing of some work. The pupils must be encouraged to distinguish between bad forms and good, to appreciate nature, to love the flowers, the plants, animals and all life around. Nature must be used as a storehouse from which to take ideas. It is from Nature that all the arts spring and ever sprang. Forms and schemes of color can be obtained in endless variety. A love of the beautiful must be engendered in the pupil, must grow up with the pupil, and consequently must begin with the school life of the child if not before.

When Little Willie Left School a few years ago and entered a workshop to learn a trade, the school authorities left him severely alone. He was off their hands entirely. Of course he could attend night schools if he wished, but he was usually so tired when his day's work was over and besides he wanted some fun. He was only a boy after all, and, 'All work and no play makes Jack a dull boy,' so he played.

"Now, however, the old order is changing. In progressive parts of the world the school trustees are keeping hold of Willie until he is older.

"It was felt that the school days should not stop at fourteen, so continuation, schools were made compulsory. The educational machinery was put in motion and all workers were compelled to attend the classes for so many hours per week until the age of seventeen and eighteen was reached.

Employers were forced to allow the children off duty in order to go to school, not at nights observe, but in the afternoon, and strange to say when Willie went back to school he found he enjoyed it. There the education radiated from the workshop. Reading and explaining blue prints, (working plans and mysteries to

many workmen). The universal sign language of the workshop—free hand drawing was taught. It had some meaning to him now.

"There was a bond of union between the school and the shop which he felt. So Willie is now being guarded and taught until he is of a more mature age, until he has more sense and judgment, and this is working out very successfully in many countries.

In Munich

there are over 9,000 boys and 7,500 girls in continuation schools. Dr. Kerschensteiner believes implacably in centring the interest in the trade in which the boy or girl is going to work and drawing is placed as one of the three most important subjects. Drawing, Mathematics and Civics. His belief is: 'Efficiency in work leads to joy in work; joy in work leads to good citizenship.

"In America we have such cities as Cincinnati spending \$15,000 on continuation schools. The students attending eight hours per week. The people of America seem to realize that some form of industrial training must be provided as an integral part of the public school system, consequently we find co-operative classes. Trade high schools, and industrial schools. It will take years to tell which are to solve the problem most satisfactorily but in all schemes we have the training of taste in design and the using of drawing as the language of construction figuring largely. All authorities emphasize the importance of the day school curriculum and that of the continuation school being well knit together. The teacher in the school room should know

How to Relate the Studies.

They are prone to teach the various subjects in little compartments one subject unrelated to another and draw-

ing has its little division of its own. The nature knowledge, literature and drawing lessons are all closely akin. into any one of these subjects a good lesson could be given which would be excellent as practice in training the hand, eye and mind.

"The beginning of construction drawing can be practiced from fruits and flowers. The plan of an apple, its elevation and section. Thus we go right up against the question of studying the fruit and fruit trees of our province; their habits and the care necessary for good production.

"The various bugs, insects and pests found in orchards, their habits, etc. Nature study, drawing and English go hand in hand and the necessary exercises for training the hand, eye and mind just radiate from such work as this.

It is good and useful training.

It is the kind of work done by the nations best able to judge.

"Let us see that Canadians are trained to come right to the fore. Let the work begin at school, and grow and blossom with manhood for—efficiency in work leads to joy in work; and joy in work leads to good citizenship."

In the discussion that followed, Dr. Alexander Robinson, Superintendent of Education, Messrs. Northup, Marshall, Dyke, Peck and Dr. Arthur took part. Quite a lively argument took place as to just what constitutes "taste." What governs it and what rule is followed to declare one taste "good" and another "bad." The consideration of the paper by the audience led to quite a lengthy talk and the remarks which were quite spirited caused a generous outpouring of applause.



School and Vocational Education

By Mr. Ben. W. Johnson, Director of Industrial Education, Seattle, Wn.

THE statement of my topic implies that there is a difference between the purpose and aim of the school and that of vocational education. This is, I believe, the situation in far too many communities. That this condition should not exist can be shown when we consider what is the true purpose of the school and the end sought in vocational education. It is my purpose to present as briefly as possible a statement of the situation, how it may be met with reasonable hope of success, and to illustrate some of the methods used to meet this all important problem. The school has always been the conscious means used by society to prepare the coming generation for membership in society. In the beginning of things this institution was unknown in name but nevertheless an actual force in fact. The boy of the tribe learned the arts of war and of the hunt by imitation, and the teaching of his father. The girl the duties pertaining to her life from her mother. This sort of a school lasted until the problem of living became too complex for the parents. They could not spend the time to do the teaching, and further the things now considered necessary for successful living were also more numerous and more difficult to understand.

The New Associations

made possible and necessary, further complicated the difficulty, and the families combined through the tribal, then the religious associations, to perfect the next generation in the ways of living that the home could not attend to. Thus the teaching of the young passed over to the Church. But again the conditions of society,

never static, changed. Men drew closer together. Their labours grew more numerous and diversified. As individuals they had to combine to perform the tasks of war and peace and each to do what he could do best to hold on to life. The church, like its predecessors, had to give up, or rather was unable to take on the larger task of preparing the coming generation in all that was needed for membership in this new social condition. The state as a political organization next was the agent used to hold the race together and to perpetuate the knowledge and customs needful for this function. It took over the school because no longer could private control provide the means necessary for its administration. The rapid increase in the numbers who must be taught as well as the kind and character of the instruction they now required to live and maintain the state precluded the possibility that ever again would the schools be under any other than the governmental control. The evolution of the function of the school marks a parallel progress. Its aim has always been fundamentally to perfect the means of communication and association. As science has affected these from the ox cart to the aeroplane, from the hieroglyphic on the clay tile to the wireless message, the school has gradually modified its aim and purpose slowly and at times reluctantly in response to these changes, that its product, the boy and girl, might more easily be adjusted to the changing conditions. Citizenship now means

Intelligent Co-operation

and the desire and interest to so co-operate for the good of all. The

school must now take on moral training and interpret right living in times of a social obligation.

The health of the child in medical care, play, food and even clothing, has become a concern of the school, because private means are inadequate. It is now very evident that the effect of science upon industry has so changed the conditions of its workers that in like manner the usual agencies for training its workers has broken down and the school is now being forced to take on this new responsibility.

It is gratifying to note that science is now being applied to the workers as well as to the product of his labor, and a new emphasis is being placed upon the value and purpose of the school and that its function does not cease with the child.

The parent if he is to be able to adjust himself to new conditions of labor and civic responsibility, must continue to use the school in broader terms of education than we have ever known before.

It is evident that the purpose of the school should be to teach the individual the value of association and adjustment, and that he benefits himself most in the service of others. A difference of opinion arises, however, as to the means to be used. What form of educational method is best. Inasmuch as the school as the chief agent of society is now required to educate all individuals and to provide more and more for their individual needs that they may become socially efficient, it is evident that

Vocational Education

in all its phases will be a part of this scheme. The term vocational education needs some definition. We have long been accustomed to liberal education and have held that the school was fulfilling its duty in offering to all alike a cultural training in the liberal arts of history, literature, science and art, to broaden his out-

look on life and give him a knowledge which would render him a better and happier member of the social group.

Dr. Snedden states it thus: "A liberal education may be interpreted as that which concerns itself with the consuming, as opposed to the productive processes of life." Each individual uses in greater or less degree, according to his cultivation, and social capacity, the world's stock of literature, history, music, art, science, and human associations as well as the embodiments of these in natural forms. It is the function of liberal education to teach persons how to use or consume to the best individual or social advantage, the work of others. Liberal education is not primarily concerned with the making of an efficient producer, although it makes important contributions to that end; but it is vocational education which aims to train the producer as such, and it looks primarily toward specialization."

The doctor, lawyer, teacher, have received a vocational education called professional; the bookkeeper, clerk, stenographer, a commercial education; the machinist, bricklayer, shoemaker, factory hand, and higher manufacturing persons an industrial education; the farmer a vocational education in agriculture, etc.

It is evident that a liberal education for some is vocational for others. The teacher for example, and consequently the schools, have been offering

At Public Expense

vocational education for a selected few; those who were able to continue in school to take advantage of its higher training in the professions. The school must turn its attention as well to the other vocations if the needs of society are to be adequately served. It was not necessary in the past to consider vocational education in the industries, in agriculture, in the household, for they had not devel-

oped beyond the capacity of the usual agencies or the apprenticeship shop, the farm and the home. Science has changed all this and these agencies unaided are not equal to the task. Take the farm as one example and one that is used more possibly than any other to illustrate the best form of vocational training, and it still is today in the simple arts of agriculture and stock management, but this is not sufficient for a successful farmer. The farm today is a field of applied science. The father can not hope to give to his son all the scientific principles and practice of soil tillage and fertilization, seed selection, insects, parasites, harvesting, packing, transportation and marketing. These he can get only under special conditions of instruction—vocational education.

A parallel illustration can be drawn of the modern home of the mother and the daughter with its new problems to learn. Science has so modified all its requirements that the mother had she the time could not command the necessary agencies alone to teach her daughter all she will need to know about the productive industry of home making and child rearing.

Vocations.

Granting the contention to teach vocations the next question is what vocations and at what age should we begin. Dr. Snedden in his book, "The Problem of Vocation Education" classifies all callings into five or six groups. (a) The professional; (b) The commercial; (c) The agricultural; (d) The industrial or those connected with manufacturing and the mechanic arts; (e) The household; and for us on the coast—(f) the marine callings.

Time will not permit me to enlarge upon these. It is sufficient to note that all of these callings in their higher forms are taught vocationally in the school. The pressing need is

to carry the instruction into the lower grades or about the age of 15 or 16 with the necessary modification in methods and point of view to reach the boys and girls who leave the school at about this time.

Manual training may seem to serve in the elementary school for this purpose, but it must be admitted that practically all the manual training now in our schools is not there because of its vocational values but because of its liberalizing influence in the school. It possesses a common element to that of vocational education and in a way may stimulate the boy and girl to discover a natural taste or interest that may later lead to a vocational education.

Sound Pedagogy

indicates that specialization should not be permitted in education under about the 16th year or early adolescence. Yet large numbers of our boys and girls who most need vocational education will leave the school before this time unless economic conditions and the attendance laws are modified. The remedy proposed is the part time school, the continuation school at day or night and the intermediate or elementary industrial school. The question of vocational education after 16 is not so pressing a problem as the one above mentioned. Trade schools are a success and need only state or governmental support to reach the majority of those needing them as Germany has demonstrated.

The solution of the elementary problem is purposed in several ways. The fact is that the children as a whole remain in school to the 6th or 7th grade, then they desire a change and elect a more practical course which seems to them in most instances to be out of school rather than in it. This is clearly shown (picture) by the diagram of the elimination of the pupils from the school.

The statistics gathered by the Mass-

achusetts Industrial Commission as well as other state commissions and the Ontario Industrial Commission, give the chief reason for this loss from schools as a lack of interest in the work of the school rather than an economic stress. However, both of these reasons emphasize the need for vocational education.

Industry has expressed itself as unable to train the boy and girl for its work, because it has

No Longer the Time.

nor the facilities, as its product requires much specialization in all its processes to meet the market demands (picture). Further the boy and girl of this age from 14 to 16 are unfit economically for industry (picture). While pedagogically this is the age of greatest opportunity to bring to the developing youth a variety of experiences that will fix his interests and strengthen his ideals, using to the full his passion for life. The continental countries have long recognized that for education, the life of the child has three distinct stages; the elementary from 6 to 10 or 12 years, an intermediate from 10 or 12 to 14 or 15 years, and from 15 to manhood or womanhood. They have, consequently, in a large degree, arranged the educational schemes upon this basis. With us in the States we have not done this and it has to my mind been the cause of much of the loss in this intermediate period. Coupled with this fact is another one recently investigation has revealed very clearly, and that is that children particularly in this age, vary as individuals and that for purposes of education may fairly be divided into groups according to their physical being, their mental capacities, their tastes and interests, their environment, their vocational tendencies and their moral responsibilities. And that the children in these groups should be dealt with by the school accordingly. I believe it may be accepted without further

elaboration that industrial and vocational education must be made a part of the curriculum upon the above basis. This is being done in some places with sufficient success to indicate the

Correctness of the Premises.

To illustrate: We are in my own city considering the first six grades in this work, as a unit and are endeavoring to make the manual arts or manual training work a means for industrial approach. This is done by using, according to the grade of the child, the different fundamental materials and arts related thereto that industry uses. These are wood, clay, iron and other minerals, food stuffs, textiles and the arts that use these materials. For classification these are seven in number: The plastic arts, in all its forms from the making of a brick to the finest china; the graphic arts, from the simplest drawing to the masterpiece of art; the textile arts, dealing with the warp and woof of the child's loom to that of the richest fabric. Allied to this is the making of the garments of these fabrics. The mechanic arts which deal with the constructions in wood and iron; the book and paper making arts and its allied one of printing; the agriculture arts dealing with soils, plant and animal life; the home making arts which deals in part with all of the foregoing but yet has a distinct field of its own.

All the activities of man are embraced in these parts. The hardwork then of the elementary grades should include these in its work and use them to interpret the life of industry to the child. The intermediate period of the school should offer the opportunity for choice on the part of the pupil. To those who have strong constructive tastes and interests

An Industrial Course.

should be given in which emphasis is laid upon the industries of the company. This course would be industrial culture—education by the industries rather than for the industries—paral-

lelling the academic cultural course now followed in our schools. The pupils of the two groups should have equal standing and the opening for further education be the same in each. Such schools as this are now in operation in New York, Rochester, Cleveland, Cincinnati, and several other places. In my own city we are this week opening three, what we call, industrial centers. In the statement of the purpose of these centers, sent to the parents of the boys and girls, who, the principals of the different schools thought would be benefited the most by such a course, the following is quoted:

"The Elementary Industrial School is intended to provide a course of study relating much more to the industries than the ordinary school program, and containing a more practical training for a class of boys and girls in the public schools who will be better suited by instruction which will the better and sooner prepare them for training in a definite vocation. In every school there are some boys and girls who prefer studies and exercises that employ their hands and who have greater aptitude in such studies than their fellows. They advance in their development by what they do rather than by what they hear. They are practical minded. Many such children drop out of school as soon as the law permits, not from lack of ability, but because the school fails to fit its procedure to their particular needs. The establishment of these industrial classes is an attempt to fit the school to the wants of this class of pupils. Such classes are not substitutes for a trade school, but are intended to lead more quickly and surely to apprenticeship in business or trade, while not closing the door to further study either in high or special schools if the pupil desires to pursue such a course. The plan provides distinct courses for boys and for girls and requires the separation of those taking

it from the regular school classes in the building where it is maintained, because of the difference between the courses. The school day, which is the same as for the regular classes, will be divided into seven periods of forty minutes each, about half of the time to be spent upon the ordinary school studies, modified to suit the end aimed at in this plan, and the other half to be devoted to the industrial and household arts, shop work and mechanical drawing for the boys; and cookery, sewing, design and drawing for the girls."

There follows a detailed statement of the subjects to be taught. I wish to emphasize this fact, in regard to this

Intermediate Work,

and that is this, that it does not purpose to fit these children for specific vocations, nor does it have a strictly utilitarian point in view. It is the desire to so organize the work of this school that the various industries are made the central, but cultural material of the course,—the vitalizing principal of both book and hard work. Mr. Roberts of Cleveland wrote me just last week:

"We have another Elementary Industrial School in operation, differing from the first in that it is a part of a regular elementary school. There are about one hundred and forty advanced sixth, seventh, and eighth grade children in this department. My earlier experiences made it possible to start this work without a hitch, and it has moved forward smoothly from the very beginning. I am more and more convinced that the very great problem stirred up by Industrial Education, so called, is not as much an industrial problem of remodelling our Elementary School work. The new movement is going to accomplish what should have been accomplished by the manual training movement."

There is great similarity in these

schools and that of the pre-apprenticeship schools of England. In the latter, the boys and girls are selected from the sixth and seventh standard, because of their evident fitness and interest in certain vocations and sent to these schools which specialize in definite vocations. They are, however, only preparatory for

Apprenticeship in Certain Trades.

For example: the Shoreditch Technical Institute, of London, for the furniture making trades which I visited two years ago. It is intended for the boys and girls between the ages of 14 and 16, and has a three years' course for the boys, and a two years' course for the girls, in upholstering and the designing and making of ready-made clothing. Thirty hours per week are required—divided, in the first year into two-thirds for studies, which are grouped about the trade considered, and one-third for the practical shop work, which deals with the processes and technique of the trade in producing pieces of furniture for the market; in the second year the division of time is equally divided between shop work and study, and in the third year two-thirds are spent in the trade work and one-third of the time in the studies. For the girls an additional requirement is made, because her preparation involves two functions; one of earning a living, and the second caring for a home and rearing the children. So every girl takes some domestic economy and a course in home making or housewifery.

There are other interesting features of these schools, six in number for the different trades in London, but this is sufficient to point out the fact of the successful adjustment of the school to the changing industrial social needs of the community.

Another Successful Adjustment
of the school to vocational education is in the continuation schools and the part-time schools, that have been and

are being established in the east. Germany has for a number of years had industrial continuation schools. Dr. Keischensteiner, Superintendent of the schools of Munich has won a world wide reputation for the remarkable development he has made possible for the continuation and trade schools of that city. These schools are for the workers or apprentices for whom formal schooling has ceased. In Munich there is a school for every trade in which there are at least twenty-five apprentices,—of these there are now some 52 in number. They are compulsory up to the age of 18 years, with further opportunity in voluntary schools for master workers and journeymen. The law makes it mandatory for from 6 to 10 hours a week to be spent in the continuation school, and this during the day time and not at night. Dr. Kerschensteiner describes these schools very fully in the three lectures he gave in Chicago last winter, under the auspices of the National Society for the Promotion of Industrial Education. They are so successful that 18 per cent of the entire population of Munich and 93 per cent of all the boys and girls between six and eighteen attend the public schools of the town. In speaking of their organization he gives

Three Factors

that are essential to their success. The first is that these schools must be compulsory, and include vocation from the unskilled workman up to the highest trained specialist.

"That those that need this education most will not after the burden and heat of the day's work seek an opportunity for culture unless they already possess certain moral qualities that invite him to attend to his own education at the cost of trouble and inconvenience to himself.

"In the second place they must engage the interest of their pupils—quoting from his second lecture:

"But it can engage their interest only if it interweaves its teaching with the trade of the pupil. For the most capable pupils desire to get on in their trade and by help of their trade. Many have made it their choice from inclination, and have a lively interest in its technicalities. This is a perfectly justified interest. If the school appeals to this interest it may be sure of gaining the heart of its pupil. And if it has gained its pupil's heart it can lead him whether it will, on to the theoretical as well as practical ground, and particularly on to the ground of moral and civic teaching.

"Now if the school is to be brought as much as possible into intimate contact with the life of the pupil, it must, in the third place, possess workshops and laboratories for practical work as the center of its entire organization. There it can ennoble and intensify the work for boys and girls, and put processes that too frequently approach them only in a purely mechanical aspect on the basis of practical and scientific reflection. The youthful worker of present-day economic life has in no way remained an object of education in the same sense as was the apprentice of four or five hundred years ago, in the time of rigorous guild regulations. He has become more and more an instrument of cheap labor. The larger the business, the more one-sided is often the apprentice's training, and the smaller the business, the more insignificant is generally the work intrusted to him. If then the pupil is to learn the meaning of real joy in work this school must fill up the gaps left in the boy's education by the present economic conditions of life. It can do this only if it takes in hand the pupil's practical work and makes this the center of its entire system of teaching."

Theoretical Mechanics.

Cincinnati, Ohio, has begun this form of education in her schools, and

it has developed with remarkable rapidity the past two years. The movement began with the machine-making trades, as Cincinnati is the center of a large manufacturing district. Two of the leading firms co-operated in this effort, and employed a technical man with practical experience and teaching ability. To him was entrusted the apprentices of these two shops for instruction two hours per week, in theoretical mechanics.

It was so successful that other firms became interested and after conferences with the school officials, a continuation school for machine shop apprentices was opened in September, 1909, under the control of the Board of Education. The average attendance is 200 a week in squads of 22. Each group of boys comes one half day of four hours each week. They are paid their usual wages for attendance by their employers, and are docked when absent or late. The school operates 48 weeks a year and four and a half days a week. Two additional half days are given the teachers to visit the shops and see the boys at work, talk to the foreman and secure materials for the course of study. The course is four years. The character of the course is indicated in the subjects of the first year: Shop Arithmetic, Spelling, Reading, Composition, Reading Blue Prints, Drawing, Geographical Relations of the shop materials, and Civics. No machine work is done in the school. The boys get this in the shop, and in the night school machine shop which many attend voluntarily. The

Interest Awakened

in the shops from which these boys come has brought many journeymen and foremen to the night school four nights a week for work in the machine and iron industries. A Printers' Continuation School on the same plan as the machinist school was opened this past September. There is also a continuation school for young women

engaged in either the trades or commercial pursuits, a class numbers 25 in any pursuit (Notice the parallel to Munich) will receive industrial instruction. Some 200 are now enrolled in courses in salesmanship which includes applied art and design, textiles, etc. There are also 20 centers that give Home Economics to young housewives.

Cincinnati is I believe the only City on this side of the water having a compulsory law for children who go to work before completing the 8th grade requiring them to go to school from 4 to 8 hours a week in the day time until they are 16 years. 12 such centers were opened in this September that enrolled 1,200 pupils. Another form of vocational education that in certain lines is proving very successful is the part-time school. This movement originated in Cincinnati, at the University of Cincinnati.

Briefly stated, the plan requires two pupils, one working in the shop, the other in the school, and at the end of each week they exchange places. The boy from the school taking up the work in the shop where the other leaves it, and the boy from the shop continuing his school work where he left off the week previous. The details of the methods of courses I will not take time here to elaborate. It can be seen almost at a glance that with full co-operation between the school and the shop, such a plan may be entirely successful in certain lines of manufacture. This form of vocational education is

Opposed by Organized Labor

because of the shop restrictions. The success of this plan in Cincinnati has led to a similar plan being followed in a number of high schools, in other cities as well as in the two high schools of Cincinnati. The first two years here are vocational in character. At the end of two years the course will be conducted on the co-operative plan. The

field of the trade school I will not attempt to cover. They are a distinct organization in themselves and the problem they have to meet by reason of its specialization not so difficult of solution. They should be a part of public education. I show several views of the Milwaukee school of Trades, as part of the public school system of that city. This school does not claim to turn out journeymen mechanics in its two year course of 52 weeks per year and 44 hours per week. The claim is made and sustained by its graduates, that its course is equal to and better than the usual four years apprenticeship in these trades of pattern making, carpentry and wood working, plumbing and gas fitting.

In conclusion, then I have tried to show that the function of the school is to prepare the next generation for participation in full and complete social living and further to help the present generation keep in touch with the

March of Progress;

and that to do this the school must widen its scope and teach any and all vocations for which the usual means for instruction have broken down. This has been illustrated by what is already done and being attempted confirming the contention that there might be an organization of the school to meet this new need; that in the elementary field or through the first six grades an industrial approach should be given to the manual training or hard work; that an intermediate period should be recognized beginning with early adolescence about the 7th grade and include two or three years of work, in which the fundamental industries would be the central cultural material,—an election of courses should be permitted at this period, and lastly vocational education,—the trading of specialized trades—should be given at public expense and as a part of the public

schools in the third stage of educational progress after 16 years. This will cost us a great deal of money, but its work is worth it. If some economy was practised in our war budget (illustration) the expense of vocational education would more than be covered. A last word to you from Dr. Kerschensteiner:

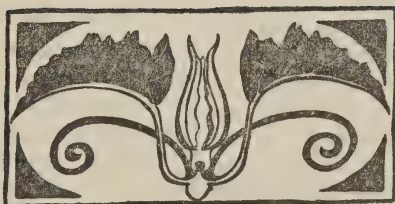
"For the aim and end of all this training cannot be merely industrial education. Its aim and end is the education of the man, whom it will not permit to be identified with and lost in the workman. And the modern state can never hope to become a

state of culture and justice till it has succeeded, by the right manner of instruction in restoring to work, robbed of its divinity by the advance of industry, its educational powers."

ADJOURNMENT.

The hour was late, and as there was a big programme arranged for the evening, the discussion of this topic was minimized.

On motion, duly made and seconded, the meeting adjourned until 8 o'clock p. m., when it was called to order by the president.



WARD DEBECK

"Patriotism"

By Mr. Maxwell Smith

MR. MAXWELL SMITH opened the evening's programme with the following address on "Patriotism":

"The subject of 'Patriotism' is one which, at first sight, seems simple and easy to speak about, but which on further thought opens up a field so vast, so alluring and mystifying, that the ordinary individual hesitates to venture within the precincts of that realm in which men's most sacred thoughts are modestly concealed beneath the armour worn by the average citizen in the everyday battle of life. When we turn to the scholars of the past for a definition of the word, we find that when reduced to the last analysis, patriotism is simply defined as, 'Love of Country,' and usually, one's native country. Most everybody remembers how in 'The Lay of the Last Minstrel,' Canto VI., Sir Walter Scott breaks forth with:

'Breathes there a man with soul so dead,
Who never to himself hath said,
This is my own, my native land!'

"But, sir, when we contemplate the homogeneity of the heterogeneous elements which go to make up many of our modern nations, we find that patriotism means something more. Something which gives us a wider vision of the rights of our fellow-men and a broader conception of our own. As Oliver Goldsmith puts it:

'Such is the patriot's boast where'er we
 roam,
His first, best country ever is at home.
And yet, perhaps, if countries we com-
 pare,
And estimate the blessings which they
 share,
Though patriots flatter, still shall wis-
 dom find
An equal portion dealt to all mankind;
As different good, by art or nature given,
To different nations makes their bless-
 ings even.'

"When the majestic forests of a past civilization have been burned

over by the heat of semi-barbarous conflict, and a new and more beautiful verdure adorns the scarred surface of Mother Earth, the old beaten paths are obliterated and we must blaze new trails in the wilderness of human thought, if we would discover the secrets of Him whom we acknowledge as a common Father, and who decreed that all men should be brothers.

"Then let us pray that come what may
—as come it will for a' that—
'That sense and worth on a' the earth
May bear the gree, and a' that;
For a' that, and a' that,
It's comin yet for a that,
That man to man, the world o'er,
Shall brothers be, for a' that!'

"Permit us, then, to criticize certain forms of patriotism and to consider briefly some of the manifestations which indicate the presence of that higher, nobler and inspiring patriotic spirit, which should commend itself to the higher intelligence of my audience.

"True, National Patriotism

is not a magnetic pole, or a lodestone to attract stray fragments that may have been thrown off from other systems and thus gather force and magnitude from without until it fills the land. But it is something which should come from within, a germ, a seed of Divine origin, having in it life and the power to germinate just as soon as the conditions are favorable for its growth and expansion.

"The whole earth is filled with the seeds of rare plants and flowers which may lie dormant for centuries. But with the necessary climatic changes, resulting in the proper proportions of light, heat and moisture, these awake and come forth with a new glory and beauty, to gladden the heart of man



PUBLIC SCHOOL, ARMSTRONG, B. C.

and proclaim the Majesty and Power of the Creator.

"So that in a young nation like Canada, with a population drawn from the four corners of the earth, we must not attempt to transplant the full grown tree of patriotism from other lands, and expect it to thrive under the new conditions and produce the same kind of blossoms as in its native state. The seed is already implanted in the national life of our people, and it behooves us to so cultivate that soil with the furrows of industry and water it with the tears or devotion, that when the sunlight of national development and prosperity causes the tender plant to come forth, we shall have a native patriotic tree thoroughly suited to, and the result of, its environment. A tree whose roots shall be anchored in the hearts of our people, whose stem shall be the standard of

Canadian Citizenship,

whose branches shall extend from sea to sea, and whose blossoms shall reflect that sweet purity of national life which shall at once be the pride of our own people and the admiration of our neighbors. How best to promote the growth of this national patriotic tree, then, is the principal question before us. Permit me to remind you once more, that true patriotism is not a nostrum which may be shoved down people's throats, either in alaphathic or homeopathic doses, but a natural growth which must come from within. May I also make bold to say that, the greatest crime which can be committed against the juvenile population of the world is to allow them to grow up in ignorance of the virtues and good qualities of their neighbors; and the average historian will doubtless have some very awkward questions to answer before gaining admission to the Celestial City. We all delight to honor the heroes of the past, particularly those of the country from which we have sprung. The man who does not honor his native land makes a mighty

poor citizen of any other, but are we not sometimes disposed to live too much in the past, to lean too heavily upon the glory and reputation established by our forefathers, rather than laying well and true the foundation stones of our own edifice upon the national opportunities before us?

"What we have been is not nearly so important as what we are, and what our fathers did will not suffice for what we should do ourselves. We are confronted with the task of carrying out the industrial development and defence of this grand young nation; and whether we are Canadian citizens by force of circumstances through the accident of birth, or by deliberate choice, the one thing essential is that we should all be loyal, patriotic Canadians.

"Canada Needs the Best

that there is in us, and while I dearly love my native heather hills, I would shoulder the rifle first in defence of the home of my children. Duty, even at the expense of personal interests should be the watchword of every citizen of this broad Dominion.

"There is a story told of two Scotchmen on board one of the British ships at the Battle of Trafalgar. When that historic signal was unfurled from the mast of Nelson's flagship on that memorable day, 'England expects every man to do his duty,' Sandy turned to Donald and said, 'What aboot Scotland?' 'Toots, mon, Sandy; haud your whisht,' said Donald; 'richt weel he kens that Scotchmen will de their duty whether it's expected or no.'

"Speaking of Lord Nelson reminds us of the part played by noble women in the lives of historic heroes. Southey informs us that following an interview with Captain Blackwood, Nelson was pacing up and down the garden walks at Merton, considering the question of again offering his services, when approached by Lady Hamilton, who said: 'Nelson, however we may lament your absence, offer your ser-

vices; they will be accepted and you will have a glorious victory.' To which the hero who won for Britain the mastery of the seas, replied, with tears in his eyes, 'Brave Emma! If there were more Emmas, there would be more Nelsons.' And from this may we not be pardoned for coining a modern proverb and say, 'If there were more noble women, there would be more brave and patriotic men.' But the

Deeds Which Immortalized

the names of our great heroes of the past were not the result of precedent, either of circumstances or example; and the modern hero must be prepared to act upon his own initiative and embrace the opportunities which come to him. True patriotism is not always exemplified only by the soldier or sailor in the clash of arms, nor is it often found in the flag-waving, lip-loyal politician. But, sir, our country abounds with patriots who would not be found wanting in defence of the nation, should occasion arise, but whose heroism is constantly put to the test as they go forth to fight the cold, bloodless, inglorious battles of daily life. These are the heroes, the patriots, in whom the future of this great Dominion rests secure. When we contemplate the Grand Architect of the Universe, revealing the bow of His covenant across the heavens, with one fell stroke of the magic brush of His omnipotent will, let us remember that every detail of that gorgeous picture is reflected in each tiny dewdrop that clings to innumerable blades of grass on the earth's surface. And the heroic deeds of men and women in the daily walks of life reflect the spirit of true patriotism as faithfully and are just as essential to the nation's welfare, as those whose opportunities admit of their deeds being magnified on the larger canvas of the national galleries. Remember that the

Glory (?) of War

is fast fading away; and will by and by linger only as an unpleasant memory of a benighted and barbaric past. Canada should always be prepared for defence, but never for conquest. We should, therefore, be exceedingly careful as to the kind of patriotism which we undertake to instill into the minds of the youth of this land. Let us see to it that our patriotism is not fashioned after the model of that which has too often degenerated into jealous hatred of neighboring nations. A public utterance, however much regretted, can never be recalled or its influence annihilated. The click of a wireless instrument on board a ship in mid-ocean starts an air wave which circles wider and wider until its message is repeated on two continents. Likewise, the pebble carelessly cast into a quiet and sheltered bay, starts a wave which gradually circles out into the deep, until caught by a breeze from the land, mounts higher and higher until it becomes a great rolling, merciless monster, often carrying death and destruction in its path. And so is it with the ripple of discord, once started in the human family, through a pernicious school-book or the blatant mouthings of some witless public speaker. It also mounts higher and higher until, lashed into fury by the storm of human prejudice, it carries ruin and desolation in its path, wrecking homes, destroying friendships and fanning the fires of international strife, until appalled and exhausted by the demon of its own fury, it vanishes into the nothingness from whence it came; while the angel of peace and concord hovers over the ruined realm to welcome the first budding flower of human kindness that ventures forth to 'waste its perfume on the desert air.'

"How often have we heard clergymen, whose desire to tickle the ears

of their congregation outweighed their

Conceptions of Duty,

using illustrations that appealed only to national prejudices and dying hatreds. Prattling at the throne of grace and stalking ankle-deep in blood (metaphorically speaking) on the pulpit platform. And all this in the name of the Prince of Peace! These criminal extravagances are not confined to Canada, and their chilling, blighting, damning influences cannot be overestimated, or the practice too scathingly condemned.

"If I possessed the wisdom of Solomon, the eloquence of Mark Anthony, the rhetorical genius of Gladstone, and the courageous manhood of Abraham Lincoln, I should like to weave all into whip-cords of stinging rebuke, with which to denounce the preacher, teacher, politician, journalist or statesman (so called) who would create, harbor, or excite enmity in one people against another, by sowing the seeds of discord and hatred. Seeds which, when germinated, like a cancerous growth, lays hold upon the very vitals of the human heart and destroys the image in which it was created.

"The highest form of true patriot-

ism will result from teaching the fatherhood of God, the brotherhood of man, and that every citizen should be loyal to the country in which he lives and just in his judgment of all others.

"The grave responsibility resting upon those entrusted with the education of the young in this fair land is heavy, and one not to be lightly assumed. It is a task in which personal prejudice and ambition must be subordinated to the national weal, in order to promote the future peace and happiness of the Canadian people. But whether Canadians by birth or adoption, we can say to every worthy citizen of this great Dominion:

'There is a land, of every land the pride,
Beloved by Heaven, o'er all the world
beside;

Where brighter suns dispense serenest
light,

And milder moons emparadise the night;
For in this land of Heaven's peculiar
grace

The heritage of nature's noblest race,

There is a spot of earth supremely
blessed,

A dearer, sweeter spot than all the
rest—

Where shall that land, that spot of earth
be found?

Art thou a man? A patriot? Look
around;

Oh, thou shalt find, howe'er thy footsteps
roam,

That land thy country, and that spot thy
home.'



A Day at Tuskegee

THE INDUSTRIAL SCHOOL OF BOOKER T. WASHINGTON

By Mr. Ben. W. Johnson, Seattle, Wn.

MY REASON of a widespread interest in industrial education, a description of one of the most successful industrial schools in the country will be of interest. This school, the Tuskegee Institute of Alabama, has been made famous by its founder and principal, Booker T. Washington, due to two things, the remarkable character of the man himself, his executive ability and his far-reaching grasp of the essentials of education; and to the right application and adjustment of these principles of education to a practical working scheme. It is my purpose to try and convey to you something of the impressions made upon me in a two days' visit at this school, to illustrate in part the workings of this institution that seems to be solving not only the race problem of the south, but may even do more, bring back to all educational theory the practical basis for its application to the education of any man, white or black.

"Tuskegee is near the center of the State of Alabama, and is one of the most beautiful towns of the state, with a population of cultivated and generous people. The school is one mile from the town on a site overlooking all the adjacent territory. The scenery is not excelled if equalled in the whole south. The climate is salubrious and unsurpassed for healthfulness. Tuskegee is forty miles east of Montgomery, and five miles from Chehaw station, on the line of the Western Railway of Alabama, with which it is connected by the Tuskegee Railroad. (Note the incident of why Tuskegee is off the main line.)

"The Institution .

was established by an act of the Ala-

bama Legislature in 1880, appropriating \$2,000.00. It opened for its first session in July following. In 1883 the appropriation was increased to \$3,000, and in 1893 it was incorporated as the Tuskegee Normal and Industrial Institute. During the first session of the school the present location, consisting at the time of 100 acres with three small buildings thereon, was purchased by northern friends. The material success of this institution may be judged by the following statement of its present holdings as compared with what it started with: The property immediately belonging to the school consists of 100 buildings, 2345 acres of land, over 1100 heads of live stock, and 84 wagons, carriages and vehicles of various kinds. The property value is over \$900,000.00, with an endowment fund of over a million and a half.

"Booker T. Washington, the genius of this creation, is thus administrator of a nearly \$3,000,000.00 property, doing it not to benefit himself but for the salvation of his race. Under his guidance this school has grown from one teacher, Mr. Washington himself, and thirty pupils, to an annual enrollment of over 1700 pupils, over one-third of which are young women, and a faculty and administrative corps numbering nearly 200. Two questions are raised at once. What manner of man is this, and how did he do it?

"Booker T. Washington

is a man passed 50, though he doesn't look it. A commanding figure and a pleasing personality. He possesses a remarkable command of his voice and his ability as a speaker is known everywhere. The announcement of an address by Booker T. Washington in

any city brings a packed house. He is probably at his best in the chapel talks given to the students at Tuskegee, where he emphasizes in well-turned illustrations the value of industry, frugality, honesty, and, above all, the sacredness of work. Quoting from his book, 'Working With the Hands': 'The great lesson which the race needs to learn in freedom is to work willingly, cheerfully and efficiently. In laying special stress upon hand training for a large proportion of my race, I ask no peculiar education for the negro, because he is a negro; but I would advocate the same training for the German, the Jew or the Frenchman, were he in the same relative stage of racial development as the mass of the negroes.'

'The aim of the school, the development of the negro through the training and education of his head, heart and hand, comes from the ideals of its founder. Everyone interested in education should read, if they have not done so, his 'Up From Slavery,' where he tells most graphically his struggles to get an education, and above all, how at each step of his progress upward he was later to determine the cause and effect of his experiences and interpret them in this practical scheme of education. 'The worth of work with the hands as an uplifting power in real education was first brought home to me with striking emphasis when I was a student at Hampton Normal and Agricultural Institute,' he tells us in this same book, and again speaking of an earlier experience when he first started to school soon after he was made free by the

Proclamation of Abraham Lincoln,

the teacher said the chief purpose of education was to enable one to speak and write the English language correctly. This stuck in his mind, and yet 'grated harshly upon my young ears, and I had reasons,' he continues, 'for feeling that education ought to do

more for a boy than merely teach him to read and write.'

"While this scheme was being held up before me, my mother was living in abject poverty, lacking the commonest necessities of life and working day and night to give me a chance to go to school for two or three months of the year. And my foremost aim in going to school was to learn ways and means by which I might make life more enduring and if possible even attractive for my mother.' This tells something of the fibre of the man to be and why his ideal has become a reality. His observations of the ideal of his day among the young men and women was that an education stood for was freedom from work and that an education of the head excepted one from work with the hands. This fallacy is not by any means without influence upon the present generation of boys and girls.

"One of his earlier experiences as a boy in taking care of the lawns and flower-beds of a rather exacting employer, and where other boys before him had failed, and he by painstaking care had learned to succeed, gave him that high moral sense of achievement and the satisfaction of work well done. Referring to this he says: 'While I have never wished to underestimate the awakening power of a purely mental training, I believe that this visible, tangible contact with nature gave me inspirations and ambitions which could not have come in any other way. I favor the most thorough mental training and the highest development of mind, but I want to see these linked with the common things of the universal life about our doors.'

"The Purpose of This School

may more clearly be illustrated in the following. Before starting this school he spent some time studying the conditions and while they seem at this range almost ludicrous, they differ more largely in degree rather than in kind from conditions to be found to-

day in many communities. 'I found is divided in organization only into them living and sleeping in a single two groups, the Academic Department room. I found them living on fat pork and the Department of Mechanical Industries. Every pupil of the institute and corn bread, and yet not infrequently I discovered in these cabins is enrolled in the Academic Department sewing machines, which no one knew The student body is divided into how to use, which had cost as much as to Day School pupils and Night School \$60; or showey clocks, costing \$10 or pupils. The Night School pupil attends \$12, but which never told the time.' tends academic exercises five evenings The truth that forced itself upon me each week from 6:45 to 8:30 was that these people needed not only o'clock. The Day School pupil attends book learning, but knowledge of how academic exercises three days each to live, they needed to know how to week from 9:00 to 12:00 and from 1:30 cultivate the soil, to husband their re- to 4:00 o'clock, the student thus alternating sources, to buy land and build houses one day in school and one day at his or her trade. The academic and make the most of their opportunities. The same was true of the students who applied for entrance to the school. Many had themselves been teachers. Some had studied many books, but their knowledge was in many cases regarded as a toy or an ornament.'

"That is to say, they perceived only a slight connection between education and work. Education was rather a device for escaping work. To right all this so far as one school could accomplish this, has been the aim of its founder. 'It has been the constant purpose of the school to turn out not merely trained mechanics and farmers, but also leaders and teachers who will give character to the people, scatter abroad the spirit of industry, enforce the dignity of labor, and improve the conditions of the masses so as to make them useful to themselves, their race and their country. The measure in which the institution at Tuskegee has done this is the measure of its success.'

"Could any better statement of

The Ideal for All Educational Institutions

be made than this, and further, could all our schools of today stand the test of this measure of success applied to their graduates and sphere of influence? The second question—how is this ideal realized, how is it done—I will attempt to answer. The school

"Throughout the entire course there is the closest co-relation between the Academic and Industrial Departments. Much of the work, on the days in which the academic studies are taken, is a continuation of the work which is done in the various Industrial Departments on the other days. This is made possible by the fact that every teacher in the Academic Department visits the Industrial Department every week, and comes in closest touch with the industrial teachers and the processes of the various trades.

The School Course.

"The seven years of this course correspond to the last three grades of our elementary school and the four years of the high school. English, mathematics, geography, history, chemistry or physics, bookkeeping, are the required studies, and what is important, agriculture is required for a year and a half. There are graduate courses with liberal electives. The department of mechanical industries mainly includes those industries for young men. A rare chance is here offered for acquiring a trade in the most thorough manner and in a way to be found

in few places. In arranging the course of study, four things are kept in view: (1) to teach the dignity of labor; (2) to teach thoroughly the trade; (3) to supply the demand for trained industrial leaders; (4) to assist the students in paying all or a part of their expenses.

"The following industries are included: Architectural and mechanical drawing, blacksmithing, brickmaking, carpentry, carving, electrical engineering, foundring, harnessmaking and carriage trimming, machinery, painting, printing, saw-milling, steam engineering, shoe making, tinsmithing, tailoring, wheelwrighting, greenhouse work and landscape gardening. The

Requirements for Admission

are simple. The pupil must be 14 years of age and able to read and write and perform the four fundamental processes of arithmetic. The night school pupils may enter a year lower than for the day pupils, but they must be 16 years of age. The day school pupils are expected to pay all or a larger part of their expenses in cash. The night school is designed for those who earnestly desire to educate themselves but are too poor to pay even the small charge made in the day school. There is no tuition. The school is free for all students. The expenses are for books, boarding, etc., and are so moderate that \$50.00 will carry an industrious student for a nine months' term in the day school. In the department of mechanical industries, the trades are assigned as nearly as possible in accordance with the student's desires. In assigning young men and women to a trade, their mental ability and intelligence to grasp it and physical ability to perform the duties required, are all carefully considered. At the beginning of the school year it often happens that certain industries are quickly filled, and when this happens applicants for these particular industries are assign-

ed to some other divisions until a vacancy occurs.

"The industries for girls are under the direction of Mrs. Booker T. Washington. Dorothy Hall, a commodious building of 20 rooms, accommodates this work. This building, like practically all of the other buildings, was designed and

Built by the Students.

Here dressmaking, millinery, plain sewing, laundering, soap making, broom making, mattress making, basketry, domestic science, cooking, are taught. Every girl must take plain sewing and domestic science. A practice cottage of five rooms is a part of the equipment in which five senior girls at a time live in this cottage and have entire care of it. They do all the work that pertains to ordinary housekeeping, from Monday morning till Saturday's preparation for Sunday. They are charged with the responsibility of purchasing the supplies, which they consume, and they do this on a weekly allowance of \$3.50 for food and fuel. This is possible because of the low price of food where the school produces everything that is needed. Another department of the women's work is the hospital and nurses' training school. A good hospital is a necessary part of so large an institution with its thousands of students. Its training course of three years is quite equal to any such training elsewhere, and its graduates are doing splendid service throughout the south. The Department of Agriculture is one of the most important of this school. About 80 per cent. of the negro people of the south live in country districts. A part of the school's method of education has been to prepare young men by actual work on the school farm in raising food supplies, caring for stock, fruit and all useful products, so as to become intelligent and successful farmers. There is a fine building for laboratory work, and the State of Ala-

bama has established an agricultural experiment station here. All the scientific knowledge is carried daily into the fields and into the practical work of the various divisions of the department. About 125 cows are milked daily in the dairy division. The milk is used to prove the experiments of the laboratory and to supply the students with milk and butter. Over 16,000 pounds of butter are made yearly. The orchard and truck garden are also used for

Practical Results.

Budding, grafting, trimming, and the care of plants and trees are taught, also with the view of supplying fruit and vegetables for the school. The institute owns 2300 acres of land, which is cultivated by students. On the farm are raised mainly, grain, potatoes, vegetables, etc., to supply the boarding department; forage, corn for silage, etc. Special attention is devoted to stock raising, including high grade dairy and beef cattle, mules, horses and hogs. The school keeps always on hand 150 Berkshire brood sows alone. Of these 2300 acres, 1000 are devoted to the farm, 200 for the school campus, and the balance for pasturage. Another important department of this school is the Phelps Hall Bible Training School. It aims to give to the colored people a comprehensive knowledge of the Bible and to train them for Christian work among their own people. The course covers three years, and there are over 70 graduates carrying on the work successfully. There are five religious organizations and societies among the students, so the religious side of its work is not neglected.

"Much more time than is allotted me would be required to tell of the other activities of this institution and of its reaching effect upon not only the State of Alabama, but the whole south. An instance will suffice. The Farmers' Institute held in January of each year for about two weeks, has

grown from 11 students seven years ago to over five hundred. It is the only thing of its kind for the betterment of the colored farmers.

Farmers Come From Miles Around, bringing their families. Their wives and daughters, in many cases, taking short courses in cooking, sewing, poultry raising, dairying. Prizes are offered to stimulate their interest. For example, \$5.00 will be given for the one making the greatest progress in all subjects taught, a prize of \$1.00 to the person showing the best knowledge of the use and application of manures and fertilizers. Plowing contests, \$1.00 for the best plowman. Also butter making and cheese making contests, and stock judging and seed selecting contests are held.

"It is a matter of statistics the results shown from these influences in the increase in the number of farms, the acreage improved, the worth of the implements and the buildings, the increase of the live stock and the products of the soil, the direct result of education applied to industry and industry applied to education.

"Assuming that you have been interested up to this point in the description of this institution, let us now take a trip through its various departments and see the students at work. As visitors to this institution, we are met at the station by a carriage built by the students; pulled by horses raised on the school farms, whose harness was made in the school shop. The driver wears a trim blue uniform made in the school tailor shop, and shoes made by student class work. The visitors are assigned to

A Guest Room

in a dormitory designed and built and furnished by the students. His bathroom plumbing, the steam heat in his room, and the electric lighting were all installed by students. The oak furniture of the room came from the shops. The young woman who takes care of this room is a student work-

ing her way through school. After supper she will change her wearing apparel to a blue uniform and a neat straw hat, all made in the school. The steam laundry will attend to the visitor's washing and the girl students will send it back proud of its snowy whiteness.

"You are invited to the teachers' dining hall, and the bill of fare may be as follows:

"Breakfast—Breakfast food, ham, fried cakes, bread, syrup, coffee, tea, butter, fruit.

"Dinner—Roast beef, tomatoes, rice, corn bread, sweet potatoes, butter-milk, snap beans, dessert.

"Supper—Cold ham, tea, bread, syrup, butter, milk, fried potatoes.

"In looking over this program, you will discover that the ham, roast beef, vegetables, corn bread, syrup, butter-milk, potatoes, are the products of the school farm and raised and cared for and produced by students' labor.

(Pictures of Dr. Booker T. Wash-

ington and a panorama view of school, etc., were here introduced.)

"The desire of everyone here to-night, I am sure, is the same as that of Booker T. Washington. 'We want young men and women to go out, not as slaves of their daily routine, but masters of their circumstances.' This is not possible unless we have a scheme of education that develops the head with the heart and the hand. 'When any people, regardless of race or geographical location, have not been trained to habits of industry, have not been given skill of hand in youth, and taught to love labor, a direct result is the breeding of a worthless, idle class, which spends a great deal of its time in trying to live by its wits.' 'If a community has been educated exclusively on books, and has not been trained in habits of applied industry, an unwholesome tendency to dodge honest productive labor is likely to develop.' The object, then, of education is that a man may benefit himself by serving society."



Head Piece---Designed by W. Johnson

The History of Our Own Province

By Judge F. W. Howay, New Westminster

JUDGE F. W. HOWAY, of New area and resources. About 1774, we Westminster, concluded the evening session with the following address:—

The Spaniard

"Mr. Chairman, Ladies and Gentlemen,—When I was asked to speak before this gathering this evening, I felt much honored for the consideration shown me in extending the invitation. So many changes have occurred since I took an active part in educational matters, that I considered it highly improper for me to attempt to appear before you this evening and attempt to address you on educational questions. But your secretary is a very persistent man and I was prevailed upon to consent to deliver a short address. I will not speak on questions that touch relations of teachers or the methods of conducting of schools, but have chosen for my subject a question more vital to the children and citizens of this province, and that is 'The History of Our Own Province.'

"I know that if we consider our history with regard to the duration of time, we find it somewhat brief, though of material interest, and no history on this continent is so replete with important historical incidents and events as our own province. Its history shows us the life and death struggle between three great fur trading corporations; the history of field of the explorations of Britain's greatest navigators and many other rich romantic incidents of history of which we can feel proud.

"The Rocky Mountain region was for more than half a century the boundary mark of all geographical knowledge, to the west of which we had but a vague conception of its

creeping north in those mysterious ships of that era, first settling in the Queen Charlotte Islands, and out of these mists arise our province. To Captain Cook is given the credit of discovery of our coast. He went seeking the northwest passage to win the two thousand pounds reward offered by the English parliament. He remained on our coast for over a month, during which time he secured valuable furs, afterwards sailing for the Sandwich Islands, where he met his death. His ship sailed to China and then homewards, carrying the first news of great trading possibilities of British Columbia.

"In 1779, came Lieutenant John Miers with an expedition. He was the first person to erect a house in the territory; the first white man to own land in the territory. He was also the first ship-owner. The first importer and exporter from our shores, and lastly, the first employer of Chinese labor. I do not say, though, that the last was a creditable undertaking. His vessels, however, came very nearly being the cause of a war between Great Britain and Spain when they were seized by the Spanish navy. This happened in the year 1789. Pitt the younger was at that time prime minister of England. Upon hearing of the seizure, he immediately demanded reparation from Spain. Spain refused, counting upon the support of Louis XVI. of France. It is thought that Louis would have readily assisted his relative, but France was in the throes of internal strife and Louis's throne was none too secure, and his

aid was not forthcoming. Pitt called out his navy and Spain was compelled to relent. Vancouver was next sent out to re-possess the country, and again to seek the northwest passage. For three years he explored and surveyed all our coast line from Puget Sound to Alaska.

"The Northwest Company

was the company that pioneered this territory, and although it has often been otherwise stated, the Hudson's Bay Company did not come into the territory for over thirty years after Sir Alexander MacKenzie of the Northwest Company of Montreal first entered it, and at the time the Hudson's Bay Company did enter they had already amalgamated with the Northwest Company.

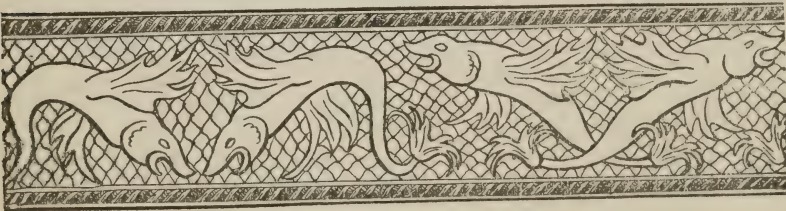
"The same month that MacKenzie was exploring and making his way to the headwaters of the Peace River, Vancouver had commenced his survey of our coast line, and was endeavoring to discover the northwest passage, and it would have been indeed interesting to have had these noted explorers meet and their meeting recorded in our history. Then came Hewitt, Findlay and Thompson that commenced the drifting of population to this territory. In 1854 came the Oregon dispute that almost caused the loss of the territory and the changing, of course, of our history.

"It was during the great gold rush into British Columbia that we first received the foundation of permanent

settlement as a colony. Over thirty thousand people coming into the territory. To our shame, be it said, that the only history that has been written on British Columbia is the one written by an American, Hubert H. Lampman. There are some other irresponsible and worthless attempts, but this is the only authentic history. Again the statute of Vancouver was presented to us by the grace of the Washington Historical Association, another American institution, the only of duty.

"It is a shame that the children in our public schools, in studying our contribution made by our people being the admission of the statute free history, have nothing but the few pages allotted to British Columbia in Lawson's History of Canada, a book which I perused and which contains some 200 pages. Only eight pages is given to the history of British Columbia, and in those eight pages I counted no less than twenty-four mistakes. I believe in teaching the history of the mother country and of Canada. Our children should be given a true and correct history of the province in which they live. They should first learn the history of their home province and then learn that of the world beyond its borders."

An excellent programme of music was rendered and a very enjoyable evening terminated proceedings.



Drawn by Geo. Solkover, Strathcona School, Vancouver, B. C.

Some Results of Child Study

By Miss Ravenhill

ONE definite result of the time and care devoted to the study of children during the last ten years is the fact that the development and improvement of the physical nature makes it a more prompt and efficient servant of the mind, and will consequently some acquaintance with the sequence of the physical changes active throughout child.

I venture to speak to you on the subject today because for at least ten years I have devoted myself chiefly to the study of the physical development which takes place during the first twenty years of life. Its great scope precludes me from doing more than presenting for your consideration a few out of the multiplicity of facts already known to us, and the limits of time compel me to treat these facts with a brevity which I can only trust will not prove misleading.

Two Forces Which Mould Mankind.

It is well, perhaps, to remind you that two groups of forces are always at work moulding mankind: the influence of inherited nature and that of human intelligence and experience. The origin of the first of these groups is lost in the mists of the far-off past. Even in the tenth generation a man has a thousand ancestors, each one of whom contributes something to his "make-up." Eugenists, however, are doing good service today by recalling to us nevertheless that a large proportion of inherited nature is practically under control. Birth is but a stage in life, not its beginning. Every child has a right to healthy, normal parentage, and much of its future for good or ill is decided by ante-natal conditions. The nutrition and occupation of an expectant mother have recently

assumed a hitherto unsuspected importance. A poor hereditary or ante-natal injury cannot be neutralized by subsequent care. Human intelligence is now called upon to safeguard this as well as later periods of life.

Now no form of young life is so wholly dependent upon intelligence and care over so long a period as is a child, and two facts ascertained in recent years combine to invest this care with a dignity and responsibility which raise it to a high professional rank.

The Meaning of Infancy and Childhood

(1) In the helpless dependence of infancy are hidden the full potentialities of human nature, those, e.g., of a Raphael, a Shakespeare, a Newton or a Darwin. It is because the human brain can develop powers of which the full extent is still unrealized that a long period is necessary to their normal unfolding before they attain even average degree of efficiency. The short space of ante-natal existence only permits those functions to be established which are actually essential to life; whereas among the lower forms of life actions are automatic, and progress in non-existent self-supporting independence is possible well-nigh from birth onwards. The less intelligent the animal, the shorter the period required for the attainment of maturity, i.e., for the realization of its full powers; whereas infancy is the hallmark of progress, for it signifies capacity for training that is for education and instruction. As mankind develops a higher civilized child. A human being is a mere sketch at birth of what he will be at maturity. He requires 25 years in which to complete his physical growth. No known limit has been set to his mental and moral develop-

ment, whereas a guinea-pig is mature in seven months.

Development Is a Serial Process.

(2) This period of immaturity, which with its associated educability we call infancy and childhood, passes through a long succession of phases, the sequence of some of which we are now learning. Each stage calls its own form of care. If stages be telescoped up, so to speak, by well-meant but unwise efforts to hasten the time when the child shall become man or woman, there is good reason to believe the maturity of that child is permanently impoverished.

Each phase of growth is a necessary antecedent to its successor, and lays another stone in the firm foundation of future health, intelligence and morality. A defective foundation involves instability to the superstructure. These living stones permit of no rebuilding; symmetry is forever marred if but one foundation stone be wanting or weak.

The Moral Obligation of Child Study.

The obligation to pursue intelligent child study needs no plea of mine. In its absence care may be loving and untiring, but it is beset with all the risks of empiricism and cannot be truthfully described as intelligent.

It is no exaggeration to say that scarcely a tissue or an organ behave alike at different periods of life; they are subject to such innumerable and very subtle modifications, that the definition of a child as a bundle of possibilities mostly unsolidified is worthy of careful note. The character of the solidification depends, more than we care to think, upon the conditions with which each bundle of possibilities is surrounded during the first twenty years of existence.

The Physical Characteristics of Childhood.

If asked to enumerate these, I should group them under three heads:

1. Irregularity in the growth of its parts;

2. The provisional character of many of its tissues;

3. The instability of equilibrium upon (1) and (2).

Irregularity in the Growth of Its Parts.

(1) Consider, for a moment, the proportions of a child. Is it really an adult in miniature, as it pleases some people to pretend, or is it that very different thing, merely a potential adult? Were infantile proportions preserved throughout life, as occurs in some cases of disease of the thyroid gland, the result is a monstrosity.

All through childhood the head is relatively large, the face small, the limbs short and undeveloped, while the trunk is long and the abdomen prominent. The infant head is relatively enormous, amounting to one-fourth the total height. The simple, immature brain weighs six times proportionately what it does in middle life, though the majority of its functions are practically non-existent. Thousands of brain cells must quicken into activity, thousands of connecting fibres must be formed between them, or normal growth is impeded or arrested. Relatively large as is the brain at birth, its actual mass increases from two to three-fold during the first year of life. In the two succeeding years the increase amounts to about 10 per cent.; in the fourth year the increase is again greater; so that between the sixth and eighth years the brain has reached almost its maximum size, which is not finally attained till towards the twentieth year.

But size does not include complexity. The intricate process of development proceeds serially for years and years to come. For instance, control of the mass muscles of trunk and limbs precedes that of the hand or foot; full control of the finger being a considerably later attainment. Compare, for example, the ever increasing skill of

surgeon, artist or engraver of metals, upon their development, because all even up to and beyond the age of available sixty.

Full power of vision; complete command of movements or of speech; ability to concentrate the attention for some length of time, to reason; to control the moral self; come only by slow degrees, as this marvelously complex organ develops.

Or consider, briefly, the growth of the heart. From about seven to fourteen years of age this organ increases about 8 per cent. in size annually; but at puberty in one year its rate of increase is at least 20 per cent., with physiological results of the greatest moment; for now develops capacity for endurance a fast wheel affecting the whole question of child labor.

Actually, the heart becomes at maturity twelve times the size it was at birth; whereas the aorta into which it pumps arterial blood, grows to but three times its early dimensions. An instant's reflection shows that as a result the blood pressure is low in infancy and childhood, but high after puberty. Upon this hinges capacity to endure prolonged exertion, whether bodily or mental. This remarkable change of relative proportion is most conveniently expressed by the following figures. The volume of the heart relatively to the lumen of the infants ascending aorta at birth is as 25:20. Just before puberty the proportions are as 140:50. But in a few weeks the growth of the heart is so rapid that, immediately after puberty the proportions are as 290.61. This change in the character of the blood pressure is reflected in the rapid growth of bone and muscle, familiar to us as taking place at that age period, as well as by other evidences of adolescence.

The small face of childhood illustrates the true economy of nature's methods. As the jaws are not required in infancy either for speech or for mastication, energy is not expended

Nutritions Needed

to meet the demands of the vital functions of respiration, circulation and digestion.

Therefore the trunk is relatively long, in order to accommodate the relatively large liver, and long small intestine. The laughable rotundity of the small boy recently promoted to breeches is the result of the protuberance of this large liver, consequent upon the small, undeveloped pelvis and the slackness of his immature muscles. The percentage proportions of the liver at birth are 4.30, but at twenty-five they are reduced to 2.77, for its functions are no longer of the same importance to the adult nutrition. On the other hand the muscles at birth represent only 25.4 per cent. of the total body weight; whereas when maturity is reached their proportion is 45 per cent. The increase in the weight of the body as a whole from birth to maturity is twenty-fold, but the increase in the weight of the brain is but three-fold. Thus, growth is infinitely complex because it is of such varied kinds. Different parts do not grow in the same proportion, in the same length of time, in the same way or under the same influences. For instance a healthy infant trebles its weight at birth in twelve months, but from fourteen to fifteen years are required to treble its height. The circumference of the head practically doubles between birth and maturity; whereas the length of the trunk must be trebled, and that of the arm quadrupled, before the symmetrical proportions of a well-grown adult are attained.

The various organs of the body, too, are not at correspondent stages of development at the same time. Thus, the heart, liver, spinal cord and certain glands intimately connected with the process of development have all acquired some experience of their

functions before birth, consequently those parts of the nervous system under whose control they work are relatively developed early. The lungs and organs of digestion only begin to function at birth; power to see and hear is absent for some days after birth, and only develops very gradually; while vast areas of the brain remain quiescent all through childhood, not coming into activity until late adolescence. If they stimulated prematurely, the short-lived, often abnormal, results may be compared with the precarious and curtailed existence of a forced plant.

Normal Growth

depends upon three factors: (1) Function, or the activity of the part; (2) nutrition, or the supply of energy to the part, and (3) stimulus, or the call or incentive to activity.

An unused organ or muscle soon atrophies, even if it has been previously active. For instance, the digestive organs of an infant fed on peptonized food over a considerable period lose their power to deal with ordinary food. The brain of a child deprived of the stimulus of light, companionship and activity remains undeveloped; the child is to all intents and purposes an idiot. It must never be overlooked that these three factors, nutrition, stimulus and function, are interdependent. The excess or deficit of either prejudice growth and foster abnormalities.

Excessive nutrition leads to the overgrowth of lowly forms of tissue, such as fat. Fat, red cheeks, for example, are, as a rule, a manifestation of a superabundant dietry, not of redundant health. Over-feeding, which is much more common than is usually suspected, actually hinders the growth of the higher tissues—the muscular, the nervous and the glandular structures. Note the flabbiness and inertia of many a patent food-fed baby or over-fed child.

Normal development absolutely depends upon activities suited to each phase of growth, so that the organs may be by exercise of their functions. Strength of bone results from calling the functions of bone into play; muscle, provided nutrition is adequate to develop at a rate proportionate to the amount of suited work it performs. Intellectual capacity lies dormant in the absence of appropriate stimulation. The pity of it is that we are but now groping our way into the mysteries of normal development, so that our methods of stimulation are often sadly the reverse of appropriate. Some we antedate, such as the premature use of the eye for print or needlework; some we postpone. For example, the introduction of manual training, which is an invaluable means of hand and eye training in the early years of school life.

(2) The Provisional Character

of some of the tissues in childhood calls next for consideration, though time will permit of but one or two illustrations of this fact.

The marrow, for instance, is highly vascular in childhood, as is shown by its bright red color, a provision necessary for the nutrition of the growing bones and for the supply of red blood corpuscles. After bone growth is complete the marrow loses this characteristic and takes on that of the adult tissue.

The process of ossification of the skull is, as we all know, incomplete of birth, a provision necessary to brain growth. The membrane over the vault of the skull, however, possesses a density which greatly enhances its capacity to protect the sensitive nervous tissue beneath, until the fontanelles close and a specially cartilaginous tissue protects the vital nerve centres at the base of the skull, while the process of ossification is proceeding.

Again, the several organs of an infant's mouth are more or less speci-

fically modified for the act of sucking. Certain muscles and modifications of the inner mucous membrane of the lips atrophy and disappear after serving their purpose.

The anatomical design of the stomach in infancy offers another illustration of this fact. It is specifically adapted to facilitate the onward flow of liquid food towards the intestines. In later life, the irregular saccululation is designed to delay such a flow and to retain the food for some time in contact with the gastric juice, while the early stages of digestion proceed. Sometimes these special modifications constitute a weak point; as, for instance, the special provision made for growth in bone length, known as the epiphysis. Owing to the superior strength of the ligaments and tendons attached to the imperfectly ossified bones, violent wrenches may detach these epiphyses from the shaft of the bone, so that arrested growth or inflammatory troubles result. Premature carrying of heavy weights also arrest bone growth by the pressure exercised upon these epiphyses.

The chemical constitution of a child's body, of its blood, its bones and other tissues, varies from those normal in maturity. They are appropriate to each successive stage of development, but meanwhile affect materially its capacity to resist disease or to assume adult responsibilities; indeed they are mainly responsible for that.

(3) Instability of Equilibrium,

to which my concluding remarks shall be devoted. If we took a child of seven and set him in our midst for observation, what points would all present be certain to note?

(a) His restlessness and inability to remain quietly the centre of observation for more than a few seconds.

(b) His activity. The joyous leap with which he would spring away when the signal for dismissal is given.

(c) His posture, whether square and erect, or slouching and symmetrical.

(d) His appearance of health or otherwise, i.e., his nutrition.

(a) The Cause of a Child's Fidgets.

This is found chiefly in the immaturity of brain development. A sensation transmitted to a child's brain elicits immediate response. He feels cramped, and at once shifts his position; he is pinched or pricked, and responds with a shudder or a cry. He is bored, and straightway he yawns; a lesson ceases to interest, therefore, why not turn the eyes to the swift passing clouds seen through a convenient window?

In similar situations an adult takes thought before action. Consideration for others, desire for information, even at the cost of some bodily discomfort, a hundred other reflections throng the mind and influence the response given to the sensation experienced. This power to reflect, to exercise judgment to select a course of action comes by degrees as the power of associating past with present experience is developed in the brain. It represents the faculty of self-control; in itself the outcome of the growth in due course of special brain cells, known as those of "inhibition."

The power to perform any action, to think any thought, precedes sometimes by a considerable interval, in the power to control either action or thought. A child toddles unsteadily before it can sit firmly; it can sit long before it can sit still; indeed, to sit absolutely still is the sign of a very well balanced nervous system. Good manners imply the possession of this power of self-control; and not the least anxious or difficult part of our responsibilities as educators is to find out the order in which we may require control of functions, actions and emotions, to be exercised.

For instance: We have erred in demanding too early control of the fin-



PHYSICAL EXAMINATION OF A CLASS.

gers in little girls. The ordinary sewing needle should not be used before nine years of age, but the important training in hand and eye co-ordination should be carried on by clay modeling, the use of chalks and blackboard, raffia weaving, etc. We have erred in making lesson periods too long, 15 minutes for the small children, 30 minutes for their seniors under 12, should be the recognized time during which self-control in sitting still and the concentration of attention be demanded. Short intervals of activity between lessons are a true economy of time and money. We have erred in emancipating young people from authority at an age when the highest self-control that over the moral nature is still latent, for remarkable brain development is proceeding between 18 and 25. Bewildered with the rush of new powers and unfamiliar emotions consequent upon adolescence, unequipped with the capacity for their complete control, youth is left to shape its course at an age which demands skilled direction and most unflinching, patient sympathy. How many human lives are thus prematurely wrecked on the rocks of our ignorance of their needs?

(b) What Is the Cause of a Child's Ceaseless Activity?

Before I attempt to answer this question, let me remind you of what I have already said on the subject of the interdependence of stimulus function and nutrition; upon these three depend growth of mind and body.

By all his unconscious experiments in muscular movements, the child is growing ability to control them, power to make a movement must precede power to control it. The parts of the brain which when developed, control each movement of the body have been fairly fully mapped out by experts such as Ferrier, Sherrington and Horsley. We know for certain that muscular control proceeds from the large muscles first to the smaller muscles later

on. The more delicately accurate or refined the movement, the larger the brain area allotted to its control, and the later the date of its development. Thus a larger brain area, says Prof. Mott, is concerned with the movements of the thumb than with those of the thigh; but the thigh movements are accurately controlled years before similar control can be exercised over the thumb.

The latter also a power was acquired in the course of man's evolution, the later in life it is in coming into function. There is no doubt that the brain is progressively ripe from muscular activities throughout childhood, consequently suited manual occupations as well as opportunities for free play and physical exercise must enter into every intelligent school curriculum. The hand is a powerful agent in the development of intellectual capacity. Free play is fine discipline for mind and body; physical exercises, carried on under suitable conditions are admirable training.

Another reason also exists for a child's craving for recurring periods of vigorous activity. Growth does not depend upon nutrition alone; the consumption of large quantities of food will not result in a well nourished body apart from exercise, because the tissues derive their nutrition from the lymph in which they are bathed, the nutritive materials being carried to this lymph by the blood. There is, however, no organ set apart to carry on the circulation of this important agent in nutrition, as the heart is set apart to pump the blood over the whole heart and body. Lymph circulation depends upon muscular activity. Each muscular contraction squeezes on the lymph in which the muscle fibres are bathed, and a fresh supply flows in to fill the vacuum thus caused. The stretching movements after sleep are the means we unconsciously take to circulate the lymph which has more

or less stagnated during the quiescence of repose.

The Child's Fidgets

are in part the response to the cry of his young, growing tissues for necessary nutrition. The younger the child the greater the need for this response. Consequently nature has her own object to fulfill in the ceaseless activity of a healthy little child. Undue repression means starvation and stupidity in class and disorderly license of conduct on release in the violent reaction is almost inevitable.

The School problem is to secure the happy mean between repression and indulgence. After nine years of age intervals of quiet attention are legitimately lengthened, but should not be so long as has been customary.

If children are left to themselves, they alternate short spells of very vigorous exercise with very much shorter spells of rest. Why? All through childhood the lungs are relatively small and undeveloped (they have to increase 20 fold in size between birth and maturity). The greatest rapidity of development occurs after the twelfth year; recall the increase of chest circumference in adolescence. Now, growth and nutrition depend upon pure blood, yet the area for its purification is restricted throughout childhood, therefore to secure their supply of oxygen children instinctively employ vigorous exercise; for to be out of breath in reason ensures thorough aeration of the whole lung area and the purification of the blood carried to it for this purpose. But, because their relatively small hearts are not adapted to any tax on endurance, instinct also guides our small people to select, indeed, to crave for the form of exercise best suited to their physiological needs.

Unconsciously, we have often done harm though with most excellent intentions, when organized games have been prolonged to the period adapted

to adults, or when physical exercises have been suited rather to the mature than to growing boys and girls. Consideration must be given to their inability for prolonged effort and to this necessity for brief periods of repose alternating with activity.

Medical Officers of Schools in England and the U. S. A. are already sounding a note of warning to scout masters as to the serious effects on the hearts of little boys from inciting them to prolonged exertions, quite appropriate for men, but fraught with the risk of permanent injury to immature children.

One of the strongest arguments against child labor is the serious strain to the child heart associated with carrying of heavy weights, climbing many steep stairs, or even from working for many consecutive hours. Investigations in London show conclusively the heavy price paid by boy workers, in anæmia, nerve signs, and permanent heart damage. Only after puberty is work in the adult sense, permissible. Unfortunately, puberty may occur at 13 or be delayed till 17. No definite reply can be given to the query, when may work begin? It is purely an individual matter. Age in years is no infallible guide to physiological development.

(3) A Child's Posture

conveys much information to the trained observer. The pose of the head, the position of the hands, the poise of the body, constitute a reliable index to the moral and intellectual as well as to the physical health of the individual.

No one posture can be legitimately maintained for more than a short period in childhood, because of the pull of the muscles upon the immature and pliable bones. Symmetry is the result of this pull, rightly exercised; deformities follow its perversion. The more decilitated the child, for instance, the more necessary the super-

vision to ensure frequent change of teeth. One tooth removed or tender posture. The healthy child takes care throws two more teeth out of work. of itself, given a fair chance. People The most perfect dietary is wasted if are apt to forget the slow process of teeth are defected and unused. bone formation; the bones of ankle One object of food is to maintain the and wrist are not completely ossified temperature of the body, without until about the 20th year; the tip of which there can be neither energy, activity or growth. Most heat is lost from the body through the skin. We wear clothes in order to minimize this loss. Now a child's body, owing to its small mass, has from two or three times the surface of an adult's per pound weight, yet it has a poorer capacity for automatically regulating the loss of heat, bearing this in mind, numberless cases in which children's clothing seems designed to facilitate the loss of body heat, rather than to conserve it a condition involves an unnecessary tax on a child's vitality and checks growth.

The clumsiness of later childhood results from the rapid growth characteristic of this period. Power to control the muscles is but gradually acquired, hence the hobble-de-hoy uncoothness and gestures which often excite derision or censure; a few weeks or months pass and control is once more established.

The asymmetrical slouth of the feeble-minded can only receive passing notice, pregnant as it is with significance to the far-seeing eye; for a few remarks upon the causes which promote the

(d) Nutrition of the Child

must bring my paper to a close.

Evidences of good health are associated with sufficiency of suited food; abundant, quiet sleep; plenty of exercise, mental and physical, and the absence of disease. Brief reference, only, can be made to no great factors in nutrition, namely, the duty of safeguarding a child's teeth from decay and of training him to use his muscles of mastication. One decayed tooth sets up, by its foul discharge, a condition of slow poisoning in the system, hampers mastication by its tenderness and infects other teeth. The first teeth are of great importance to future as well as present health and normal development; so are the permanent

As all well know, activity promotes warmth. If a child be cold and hungry, its growth is arrested; if it be overclothed and overfed, its growth is perverted.

Nothing less than a whole paper would suffice to show in all its bearings the relating of abundant sleep to efficiency, especially during childhood. It is a subject on which I have carried out investigations of considerable extent, and to great interest. The opinion of all mental specialists is unanimous on this point: There can be no mental stability where the hours of sleep during childhood are ignorantly curtailed. Deficient sleep pre-disposes to all sorts of neurotic abnormalities; it is a factor in juvenile crime, it accounts for the growing population of our lunatic asylums. All day long, new impressions crowd in upon a child's immature brain; all day long, new efforts exhaust its untried powers. Recreation and growth of nervous tissue proceed during sleep; if this be profound quiet and sufficiently prolonged.

It is evident that freedom from poor

health can only be secured for our child population by general recognition of its physiological characteristics and by an intelligent provision for its requirements. For instance, the differences in structure and several particulars peculiarly susceptible to disease. Thus, the immature skin constitutes a less efficient protection than does that of an adult; consequently we find children susceptible to ringworm, eczema and other affections of skin. Their blood, too, has less resistance to the micro-organisms of disease; hence every month during which infection is escaped is a clear gain to health; for the power to resist attack increases with each year of life. Recollect the finding of the Royal Commission on Tuberculosis; that adults are proved to be immune to bovine tuberculosis, but such is the delicacy of the lining membrane of a young child's intestine that he is deplorably susceptible to this disease, so often conveyed by the milk of infected cows.

Again the narrowness of a child's windpipe enhances the risk of diphtheria, the extreme activity of his lymphatic system renders its tissue liable to overgrowth, hence adenoids. The immaturity of his bones permits permanent deformity to follow the strain of premature use, the pliability of his muscles lends itself to a corresponding result from misguided abuse. Take for example the long eye ball of short sight brought about in part by the pull of the muscles on the outer coat of the eye; a condition associated with too early use of printed books or small needles. It must be born in mind there is

Nothing Pathological
in these normal physiological condi-

tions, a few of which I have brought before you today. They are but definite phases of the physiological unrest associated with healthy development. No child is delicate by nature, in the ordinary sense of the word, that of being sickly. But the child is delicate in the sense that its immaturity, so replete with promise, so potential for future usefulness in the world, renders it unfit for the strain, stress and responsibility of maturity. Surround a normal child with conditions adapted to the succeeding phases of growth and the product is health; subject it to those often found trying by an adult, and the result is ill health and instability. The knowledge necessary for our guidance is now easily available, the plea of ignorance or of inaccessibility can no longer be entertained. It is our duty to the Empire if for no other reason to exercise such vigilance during the quarter of a century of active growth, that dangers to heart, nervous system and sense organs, shall be warded off the rising generation and that the requirements for sleep, food, activity and moral training shall be consistently met by parents and guardians. Particularly are we here assembled responsible for the care necessary during school life and at the critical period of puberty. An individual is an expression of his physiological functions, and alternative in one single function may profoundly change his whole being. Does it not behoove therefor to acquaint ourselves with the general tenor of a child's development; seeing that we are so directly concerned with the details of his present life, and by these details mould, for good or ill, the course of his future career.



Medical Inspection of Schools

By F. W. Brydone-Jack, M. D.

THE subject of this address, Medical Inspection of Schools, is one which I am sure will be of great interest to you all. Its aim is to make the physical and the mental condition of the child as nearly perfect as possible and in accomplishing this, a great nation results. Everything, therefore, which has any influence on the health of the child must be investigated, be it at the home or at the school, e. g., heating, lighting, ventilation, sanitation, exercise, study, sleep, play, cleanliness, parental care, etc. The subject is an immense one and in dealing with it I shall only be able to touch on a few of its salient points. In order the more easily to deal with it, I shall divide the subject into three different parts.

1. School sites and buildings.
2. The number of children that suffer from physical and mental defects.
(a) (1) What can be done to have these defects remedied? (2) What provision can be made for the instruction of those suffering from blindness, deafness and mental weakness? (b) What can be done to preserve the health of the child (for girls, 1—The teaching of hygiene; 2—The teaching of domestic science and the teaching of a little nursing and care of the baby; 3—Physical culture and exercise; 4—Free baths, free lunches: 5—Open air schools for the tuberculous, etc.
3. The control of infectious disease in the schools.

Before beginning the subject proper I would like to refer to the Schools Health Inspection Act, which has made Medical Inspection possible throughout our Province, and upon

certain clauses of which the idea of this paper is based.

Schools Health Inspection.

Following sections are taken from Chapter 45, An Act to Provide for the Medical Inspection of Schools (1910):

2. The School Trustees of every city and of every rural municipality school district in the Province of British Columbia shall appoint one or more School Health Inspectors, shall assign to each Inspector the schools to be inspected, and shall provide them with proper facilities for the performance of their duties as Health Inspectors of Schools and School Children.

5. (1.) Every School Health Inspector shall forthwith upon his appointment, and thereafter at least once in every school year, or oftener if required by the School Trustees, make a thorough examination as to the general health of all children attending school in the district of which he is such Inspector, and of all teachers and janitors in such district. He shall also carefully examine all school buildings and school surroundings in his district, and shall report to the Board of School Trustees, fully and in detail, the result of such examinations. In such report he shall state whether or not he considers that the condition of health of any child, children, teacher, or janitor (naming them) is such as to endanger the health of the children at such school, and shall set forth its recommendations as to the school buildings and school surroundings.

(2.) The Board of School Trustees for the district shall forthwith act upon such report, and shall remove from the school any child or children, teacher or janitor whose health is so reported by the School Health Inspector as being dangerous to children in such school, and such child, children, teacher, or janitor shall not be permitted to return to school in such district unless and until he or they deliver to the Board of School Trustees a certificate in writing, signed by the School Health Inspector for the district, permitting such return.

6. The School Trustees of every school district in the Province shall cause every child in the public schools to be separately and carefully tested and examined at least once in every school year as to the condition of sight and hearing, of throat and teeth, and as to any other physical disability or defect liable to prevent his receiving the full benefit of his school work, or as to whether he requires a modification of the school work in order to secure the best educational results. The tests of sight and hearing may be made by teachers having authority from the Provincial Board of Health. The School Trustees shall cause notice of any such defect or

disability requiring treatment to be sent to the parent or guardian of the child, and shall require a physical record of each child to be kept in such form as the Provincial Board of Health shall prescribe.

7. (1.) The School Trustees, or teacher in charge, shall cause to be referred to a School Health Inspector (who in such case must be a duly qualified physician) for examination and diagnosis, as follows:—

(a.) Every child returning to school without a certificate recognized by the local health authorities after suffering from or being exposed to any contagious or infectious disease:

(b.) Every child who has been absent on account of illness or from unknown cause:

(c.) Every child who shows signs of being in ill-health or suffering from contagious or infectious disease; unless he is at once excluded from school by the teacher:

Strict enforcement of this clause No. 7 will do much to prevent the spread of infectious disease in our schools.

(d.) No child so referred to the School Health Inspector shall be permitted to return to school unless and until he delivers to the teacher in charge of the school a written certificate, signed by the School Inspector, permitting such return.

(2.) In the case of schools in remote and isolated situations the School Trustees or teacher may make such other arrangements as may best carry out the purposes of this Act.

8. Whenever a child shows symptoms of small-pox, scarlet fever, measles, chicken-pox, tuberculosis, diphtheria, or influenza, tonsillitis, whooping-cough, mumps, scabies, ringworm, trachoma, or any other contagious or infectious disease, he shall be sent immediately by the teacher in charge of the school, or as soon as a safe and proper conveyance can be found, if such is necessary and the Local Board of Health and School Trustees shall at once be notified by such teacher.

9. The Provincial Board of Health shall prescribe the directions for tests of sight and hearing and shall prescribe and furnish forms for test-cards, blanks, record-books, and other useful appliances for carrying out the purposes of this Act.

10. The School Health Inspector shall have supervision over all physical exercises of pupils attending school and in special cases may modify or prohibit such exercises.

School Sites and Buildings.

In dealing with this part of my subject I shall only mention a few essentials which are necessary from a health point of view. The child spends at the school nearly one-half of its time awake. It is therefore our duty to do all that is possible to make the

school and its environment the best possible from a hygienic standpoint, and if at any time it is noticed that the health conditions of the school are not up to the standard, then to do what can be done to better them.

An ideal site is not always possible to secure. The best site is one that has an easy southern slope. This situation gives the maximum amount of sunshine and a certain amount of protection from the cold northerly winds. If the school building faces southeast each room will receive a certain amount of sunshine. The slope ensures good drainage and this is made even more efficient if there is a gravel sub-soil. On a low lying site the drainage is bad—the grounds are apt to be muddy and the children attending such a school usually are less healthy and more prone to disease than those attending schools more fortunately situated. In choosing a site it is of great importance to get one of a sufficient size. In a growing town nothing smaller than a full-sized city block, two or three acres in size, should be chosen. Outdoor games are essential for the health of the children and in time the school playground may become the only place where the children of a congested city may get their recreation, and it may be the only breathing spot within a reasonable radius. Many cities regret today the absurdly small space they have for children's playgrounds. In regard to

School Buildings

I may say that one should never be erected unless it has been designed by a modern school architect, for unless a man has had special training in this class of work he is apt to design a building which is not all that it should be for school purposes.

1. Each room should have approximately the following measurements: Not more than 32 feet long in order that the pupils in the back seats may

have no difficulty in seeing the black-board—not more than 27 feet wide, because the rooms should be lighted from one side only—and if the room were wider the pupil sitting at the side farthest from the window would have but poor light to work with and would soon strain his eyes. From 12 to 14 feet is the usual height of a room. Any space above this is apt to be dead as regards ventilation, and would therefore be wasted.

2. The maximum number of pupils for a room of this size should never be more than 45. Any number in excess of this causes too great a contamination of the air in the room and renders the work of the teacher harder and inefficient. If possible keep the number below 40 and then you can expect good work from the teacher and a far purer atmosphere.

3. The room should be lighted from the left side only. When lighted from both sides you get troublesome cross shadows. There should be no light from the rear because it would result in a constant glare before the eyes of the teacher, creating a great deal of irritation for the teacher's eyes. It should never be lighted from the right side only because this would cause the pupils to write in the shadow of their hands, resulting in eye strain, or if they attempt to save their eyes by twisting their bodies, deformities of the spine and the chest may result. The amount of light which the room gets is very important. The area of clear glass in the window should never be less than from one-quarter to one-sixth (according to the exposure) of the floor area. If the area of the glass was any less than this, the room would be poorly lighted.

4. As regards ventilation, the London County Council has set the standard of 1,500 cubic feet of air per hour per child. This standard is somewhat low when it is considered that for

really good ventilation each child should not receive less than 2,500 cubic feet of air per hour. School ventilation, however, presents many difficulties and most systems of ventilation would find it impossible to deliver this amount of air per child without the production of objectionable draughts, and many systems could not nearly deliver this amount under ordinary conditions. The most efficient system is that in which electric fans are employed to force air into the rooms and to draw it out of the rooms. This air should be washed to free it from dust and warmed up to 65° F. before being delivered into the room. Any additional heat required should be obtained from steam radiators placed at suitable points in the room. In our new city schools a slight modification of the system is to be employed and it is calculated that if a class of 45 be in the room that each pupil will receive at least 1,800 cubic feet of air per hour, and if there are 40 each one will receive 2,025 cubic feet of air per hour, over 500 cubic feet additional to that required by the London County Council. In supplying air at this rate it is estimated that the air in the room is changed nearly nine times each hour. The air is dispersed all over the room by an arrangement placed just inside the inlet into the room, so that there will be no bad draughts. More air could not be brought into the room without causing draughts.

In Rural Schools

of one and two rooms we have to face a different problem. Here the open window properly handled is what must be used under ordinary conditions. In addition to the windows, there should be placed in each room two, at least, Tobin tubes, which are simply modern fresh air ducts which bring air in from the outside at floor level and discharge it into the room above the heads of the pupils. It is

necessary to heat these rooms with the stoves, and when in use these stoves can be made to act as ventilators as well, if they are encased in a similar way to the house furnace, by galvanized iron sheeting—a duct leading from the lower part of this air space to the outside air, which, when drawn in by the suction of the rising heated air, warmed by the stove and is discharged into the room through an opening in the upper part of the casing. This extra ventilation may be the only fresh air a room will get when it is impossible to have the windows open on account of the cold weather. All of us know the conditions in such a room when the stove is going and the windows are shut. The air is over-heated and very smelly, the pupils are listless and tired and many suffer from headaches. Invariably during the colder months these one-roomed buildings are badly ventilated, resulting in a lowering of the health of the pupils that study in them. Harnessing the stove, and the installation of Tobin's tubes in such buildings I consider a necessity.

In schools where the fan system (propulsion) is in use, it is an absolute necessity that all doors and windows in the classroom should remain shut. An open window by lessening the resistance causes more air to go to that room with a corresponding loss to the other rooms, and these results in defective ventilation for the whole school. I believe in fresh air and I believe that there is a life to the air which comes in through the window which the furnace warmed air lacks. Besides, I think it advisable that the air inlets and outlets in a room should be so constructed that when desired they could be effectually closed. The windows in the room could be specially arranged so that during the warm days in the spring and the fall and during physical exercises, the windows in the room could

be thrown open without affecting the ventilation in the rest of the school and probably converting the room into an

Open Air Class Room.

The temperature of the classroom should range between 65° F. and 68° F. It should never be higher. In the old country schools where the pupils are twice as heavily attired as here, the temperature is rarely above 60° F. It is necessary that the air should contain a certain amount of moisture. If too dry the woodwork soon shrinks, the doors become misfits, the pupils have dry throats, frequently wish to drink, frequently have headaches and are prone to cold. One easily can tell when the air is too moist by the feeling of closeness which it gives. Every one knows how close the atmosphere becomes before a thunder storm. The closeness is due to the excess of moisture in the air. In furnace stoves or dry heated rooms there should always be placed in the furnace air chamber, and perhaps in the room as well, receptacles holding water from which the air may take up any needed moisture.

As regards desks the individual one should always be chosen. Double desks aid in the spread of infection and have a bad influence on class discipline. Besides, with a double desk it is practically an impossibility to regulate it to the size of the pupil. In selecting desks for a class the majority can be ordered to suit the size of the ordinary pupil of that class, but there should also be two or three desks in each row, so made that the seat and the desk can be adjusted to those children in the class who are smaller or larger than the majority. The child should

Always Sit Erect

to prevent compression of the heart and lungs; the feet should be placed perfectly flat on the floor—if they dangle, bowing of the thigh bone results;

the forearms and elbows should rest easily on the desk in front. The desk, if too high or too low, causes bad posturing, which may result in deformity of the chest or of the spine.

There should be plenty of blackboard space in the classroom. The blackboard itself should never present a shiny surface. Such a blackboard we have had here for the last two years, and it is the product of a local man's genius. As much work as possible should be done on the blackboard, as this does not cause any strain on the eyes. This applies especially to the children in the lower grades, where too much writing in exercise books (worse when the lead pencil is used) may result in damage to the young delicate tissues of the eye from over-strain at close range. Many of these young children can often be seen writing with their eyes only three or four inches from their books—causing congestion of the eyes and eyestrain, which may be the starting point of short sight, a disease which has its beginning during the school life of a child and which may, if neglected, seriously interfere with the child's school progress and his usefulness as a future citizen. In regard to

Text Books

the type of printing requires careful attention. The type should be clear, black, and of good size; no small type should be allowed in a school text book. A 15c Ontario reader printed by Timothy Eaton is an example of what a text book should be. The paper is good, the engravings are good, the type is clear, of good size, and decidedly black, and not a single line of small print anywhere in it. No danger of this book causing eyestrain. There are few text books in use in Canada today of which the same could be said, and in the future it would be well when text books are selected to pay particular attention to the paper and the printing. While on the subject of text

books, I would like to refer to the Free Text Book system in vogue throughout British Columbia. The Education Department deserves a great deal of praise for establishing this system. It has proved a great boon in many respects, but there is one thing about it which I do not consider desirable. A book is given to the child for a year. At the end of the year it is returned, and, if in a presentable condition, it is given to another child the following term. No one knows what possibilities for spreading disease there may be in this book. Scarlet fever may have been present in the family of the first child—perhaps unrecognized, perhaps concealed. There are many such cases. There are other infectious diseases also to be thought of. Now every one must admit that there is a possibility of this book carrying the contagion. Perhaps not likely, but still possible. And not one of us would care to have one of our children receive a book which might possibly bring on a serious illness. For this reason, apart from the used appearance of the book, it would be advisable to give the books outright to the pupil, and to make him responsible for its loss or damage during the time he should require the use of it. It would cost a little more, but cost is a minor consideration, and I feel sure that the Department of Education will remedy this matter when it is placed before them. The only effectual way to disinfect a book is to burn it, and this we always do whenever it is discovered that the book has been used by a pupil who may be carrying the contagion of one of the infectious diseases.

Sanitary Arrangements.

In city schools and schools of more than four rooms in suburban districts the following accommodation will be necessary: One closet for every 25 girls; one closet for every 50 boys; one compartment of a urinal for every 20 boys. In high schools more accom-

modation will be necessary: One and are being carried out where practical in our old schools. To rural water closet for every 15 girls; one water closet for every 25 boys; schools of from one to two rooms one compartment of a urinal for much of the foregoing will apply. With every 15 boys. In country schools these it will be necessary to have two of small size: Eight closets for every houses, well separated and screened, 100 boys; twelve closets for every 100 for the use of the different sexes. On girls. In the schools supplied with these grounds, where it may be necessary to have a well, see to it that the city water the lavatories should be well is at least 100 feet from the out placed in the basement and there houses and considerably above them should be one emergency water closet as regards level. For these schools placed on each floor. The floors and the dry-earth closet, when properly part of the walls should be tiled. looked after, is the most satisfactory. Cement floors are too absorbent and is the sweetest smelling. There and are apt to become smelly. are other arrangements which may be The closets should be of the more or less satisfactory, but I have individual type and should automatically flush immediately after not the time to deal with them. In use. This automatic flush will save a these outhouses the floors are necessary great deal of water. In the lavatory, sarily of wood, and from its absorbent facilities should be placed for the purpose nature it is apt to be smelly. Flushing of washing the hands. Sanitary down with 1-300 Izal twice a week, and paper towels on rollers should be in a daily sweeping and cleaning out, will convenient places, so that the hands do much to keep these lavatories in a may be dried after washing. The roller sanitary conditions. Chloride of lime towel and the common towel are rapidly passing out of use on account of is an excellent deodorant and disinfectant, and should be kept on hand their ability to spread disease. Their for occasional use. presence should not be allowed in

From 10 to 15 per cent. of school modern schools. The same is true of the public drinking cup, which perhaps is still more dangerous. It should be replaced in every school with the modern bubbling fountain. The ventilation in the lavatory should receive careful attention—so must the heating, if freeze-outs during the winter are to be prevented. Daily cleaning is necessary, and the weekly washing down of the seats with the disinfectant Izal, one part to three hundred parts of water, is most to be desired. One thing which is often neglected is the toilet paper. Everything should be done to

Encourage Cleanliness

and this necessary article should be placed in every lavatory, protected by means of a patent holder to prevent unnecessary waste. These ideas have been carried out in our new schools

The Cleanliness of the Classroom

is of great importance, and the principal problem concerned is that of the dust. This is effectually dealt with where wood floors are in use by having them thoroughly washed with hot water and soap, then dried, and then the application of a thin coat of good oil which has been warmed. The oil should be applied sparingly, otherwise it remains on the surface of the wood and becomes a nuisance. This process should be repeated twice a year, in the middle of the two long vacations—at Christmas and during the summer. The floors should be swept each night and the desks and ledges wiped clear of dust each morning with a piece of cloth which has a little oil on it (not wet with oil). The feather duster is insanitary; it simply spreads the dust and therefore disease, and should not be used in school. Where the dust is

kept down there is always a lessened amount of sickness among the pupils. For sweeping linoleum-covered floors some preparation of oiled sawdust should be used to keep down the dust. The vacuum cleaning method has been introduced into a great many schools and has proved a useful accessory in the matter of cleanliness.

2. Physical and Mental Defects.

The importance of this side of medical inspection is seen when it is shown that there are few pupils that have no defects. Most of these defects which show in childhood can be easily remedied, if the parents know of them, but if allowed to exist from year to year may terminate in chronic incurable affections which may seriously handicap the child in his future struggle for existence. During his school life as well the child is handicapped and is regarded as dull or stupid, when with a little treatment for his eyes, his ears, his throat or his general condition he would be on a par intellectually with any in his class.

Seventy-five per cent. at least, and in many places 90 per cent. of school children suffer from defective teeth. It has been proved time and time again in continental schools that the child whose teeth are kept in a healthy condition will at the end of his public school course be ready one year ahead of the child whose teeth have been neglected, though often such a child may be the more brilliant of the two. Bad teeth give a bad breath—poisons are absorbed from them which lessen the vitality; they often ache and cause sleepless nights; abscesses of the gums, deformities of the jaw and bone disease are not uncommon. Mastication is imperfect on account of the pain caused by chewing, if not by the imperfect continuity of grinding surfaces. Imperfectly masticated food is difficult to digest, causing digestive disturbances; and owing to this diffi-

culty much that is nutritious in the food is wasted. These are only a few of the evils that are laid to the door of defective teeth, but they show the necessity of doing something to

Ameliorate the Condition

existing at the present time. Something could be done by

(a) Sending pamphlets on the care of the teeth to parents. Such pamphlets we have been distributing here for the last year, and soon a supply will be sent to every school in the province.

(b) 1—Talks to the children—illustrated by lantern slides, if possible—on the proper way to clean and care for the teeth, and the results of neglect. (Have these given by the Dental Association, if possible.)

2—Frequent inspection of the teeth and parental notification in case of defects being found.

3—Tooth brush drills in the schools—but, better, frequent inquiry on the part of the teacher to see that each child is using his tooth brush regularly.

4—Free tooth brushes to those children whose parents are unable to pay for them, and also arrangements to be made with the local dental associations for the free treatment of such children, the school board paying the dentist so much per head for his work.

Defective Eyes.

From 10 to 15 per cent. of school children suffer from defective eyes; headaches, sore eyes, mental dullness and sometimes almost blindness being often present. The necessity for testing the sight is quite apparent. Short sight is often present and invariably begins during the years spent at school. It needs immediate attention on account of its tendency to progress during the strain of school life. It is one of the most serious diseases that affect the eye. Squint is fairly common—too common when one remem-

bers that if the child were taken for treatment soon after the appearance of the squint that it could have been cured in the majority of cases without the operation which later on the most have to undergo if they are to be rid of their deformity. Among the contagious diseases of the eye Trachoma is the most to be feared. It is a disease common in certain parts of Europe, Agypt, India, China and Japan. Usually it is a chronic disease, taking months to cure. If not under treatment early, deformities of the eyelids and often blindness result. If the disease gets into a school, particularly a boarding school, an epidemic may result. In the Vancouver city schools last year over thirty children in nine thousand, the majority being Orientals, were found affected. No new cases have been found during the present year. Large numbers of children suffer from

Enlarged Tonsils

and adenoide. It is important that these should receive attention on account of their many bad effects which treatment will often prevent or cure. They cause frequent colds, and sore throats, diseases of the ear and of the glands in the neck, and mental dullness. It is remarkable how much improved in health and mentality the majority of the children are after these growths have been removed. Earache, deafness, and discharging ears are often found. Often the deafness may be cured or improved by attending to the adenoids which are frequently present, and sometimes by removing wax from the ear or by treatment to the middle ear itself. A discharging ear is a constant menace to the health and even to life. That such ears are often the cause of brain abscess and of meningitis is not to be wondered at when we consider that only a thin plate of bone, easily penetrated, is all that separates the discharge in the ear from the brain. Though so serious a

condition, yet it is one which is frequently neglected.

Large numbers of children suffer from enlarged glands in the neck. In some cases these glands are definitely tuberculosis. Quite a number of children have slight goitre. The Pacific Coast seems to have more than its share of this complaint. The condition should receive early attention.

About eight per cent. of children suffer from anaemia; about one and a half per cent. suffer from heart trouble. With these children it is important to regulate their modes of living—their exercise and sometimes their study. Living properly, children with heart trouble may live long, useful lives; but they shorten their lives considerably by over study and under physical work or exercise.

As Regards Deformities

we must do all in our power to prevent deformities occurring in pupils by attention to the seating and posturing. As the children enter school at the age of six, most of their deformities have occurred previously, and the time for treatment is before they enter school. A few children suffer from pulmonary tuberculosis. Happily, however, pulmonary tuberculosis of its adult type is a very rare disease during childhood. Often when it attacks the child its course is rapid and the child is unable to attend school. But there are always some children with the disease who would attend school if they were allowed. The infectiousness of the disease makes it important to examine the chest of every child for signs of the disease, and its importance as concerns the child affected is great because it is only in the early stages of the disease that there is a good chance for cure.

It is estimated that nearly one per cent. of children suffer from some mental deficiency.

As Regards Cleanliness

and parasitic and verminous diseases,

such as pediculosis, ringworm and itch, I may state that at the outside not more than 4 per cent. of the school children in this city can be said to be unclean, or show the slightest evidence of parasitic or verminous conditions. Four years ago fully 25 per cent. were affected. Reports from the old country frequently state that 40 per cent. of their school children are unclean. In order to get the condition under control every child affected with pediculosis (vermin), or who showed marked traces of the disease, was excluded from school until cured. Having got things cleaned up pretty well, we only exclude now for pediculosis when vermin are present or likely to be present. The pupil is visited by the nurse within a day and is immediately put under treatment. Inside of three or four days the child will be fit to return to school, but will be kept under supervision along with every child that has a few nits and will be seen every week until all the nits have been removed. Often after one week not a trace of the disease (nits) can be found but in many cases it takes from three to six weeks before this condition is obtained.

As Regards Ringworm and Itch

It has been our practice to exclude affected children from school until cured. Happily these diseases are comparatively infrequent in our schools. Of the 11,000 examined last month (school children) only ten are out now on account of ringworm. If these numbers double or treble, then it will be necessary to start a special class for these pupils, for it is rare that a case of ringworm is cured inside of two months. If the X-ray method of treatment was more frequently used here, the number of school sessions lost would be materially decreased. When physical or mental defects are discovered, what is to be done?

1. Notification of the parents.

2. Home visits to show the necessity for treatment. The home surroundings are seen and any practical advice on ventilation, sanitation, or care is given.

3. Free treatment to those who require treatment but are unable to pay for it.

Arrangements can be made with local medical associations so that the poor children may receive treatment. In large towns and cities the establishment of

A School Clinic

seems to offer the most satisfactory method of looking after the interests of the school children. A specialist for the eyes, one for the nose, ear and throat, a dentist, and what other men as might be considered necessary could give a portion of their time each week in rooms fitted up for that purpose by the school board. Children with weak eyes could have their eyes treated and glasses prescribed; children suffering from ear trouble would receive much-needed attention; children with bad teeth would have their teeth filled, straightened or drawn out, according to indication; running sores, cuts, bruises and other conditions affecting the skin, which are so often neglected, would be attended to; children requiring operations would be sent to the hospital. The medical men serving the school board in this capacity could be selected by the medical association and could remain in office for a term of one or two years. The question of remuneration or not for their services could be arranged beforehand.

4. Special Classes for Defective Children.

In regard to children suffering from mental deficiencies, special classes should be formed whenever a sufficient number can be collected. We have two such classes here in Vancouver. Some of the mentally defective children in our province should be

placed in institutions where they can be properly cared for. I do not know of any such place here, but the time is ripe for a small beginning.

There are also a number of children here whose eyes are so defective that they ought to be in a special class doing special kinds of work. By next summer we hope to be able to have collected a sufficient number to justify us in forming a class for pupils with diseased eyes.

As regards the deaf and the dumb, when our city increases in size it will probably be necessary to form a class for them. There is not a dumb child at present attending our schools. There are a few with marked deafness, but not a sufficient number to cause us to form a class. The great

Aim of Medical Inspection

is to preserve the health of the child. Much may be done by frequent inspection, but we are missing a great chance for promoting the future health of the community if the children are not taught to live hygienic lives. They are taught some hygiene in the higher classes, but when they have passed so many years without the study of hygiene, the subject when they come to it proves very hard to grasp. Even the smallest classes should receive instruction on this subject, so taught that they could understand. The necessity for personal cleanliness and a few similar simple subjects would be all that would be necessary to teach a receiving class. As each year goes by the class could receive further instruction, so that by the time the child left school he would have an intelligent idea of living. Such a graded course of instruction is taught in New York, there being text books for each grade. In the primary grades the subject is taught orally.

There is a similar series of text books printed in Ontario, called Knight's Hygiene, and a very excellent work it is.

Besides the study of hygiene, much good will be done by the study of domestic science, cooking, etc. In connection with this department, we are going to begin a course next spring, given to the older girls, on invalid cooking, home nursing, bathing invalids, changing the sick bed, the application of fomentations, stupes, mustard plasters, etc., infant feeding and the care of the baby. Something which we hope will prove of benefit in after life.

In Regard to Physical Exercise

much could be said. The exercise movements have been fixed by the Strathcona Trust. Three to four minute light exercises in the classroom between lessons, with the windows open, will relieve cramped muscles and stimulate the circulation. The poisonous matter formed in the brain by its use during study, which causes mental fatigue, will be removed, and the child will return to work with renewed vigor. The playground, however, is the best place for exercise, and the best form exercise can take is that in which there are organized and supervised school games. In regard to High School and University students, a gymnasium is a necessity, and a period spent in class exercise should be compulsory for those physically fit. Too often the university man neglects exercise and emerges from college perhaps with plenty of learning but with ruined health, which attention to exercise would in all probability have prevented. Tuberculosis is the student's disease which is most feared, nearly 10 per cent. being affected during the university course of five years.

It has been brought before the educational authorities in large cities the necessity for providing a mid-day meal for poor children in congested districts. Many of these children are half starved, and a meal so obtained enables them to do satisfactory work

in school. In British Columbia there is, I think, no need at the present time for such a custom, but it would be most beneficial if the little tots who have to take their lunches to school could be supplied with a hot drink, especially during the cold days.

The Installation of Baths

In many of the continental schools has been a great boon to the children. These are necessary in the congested tenement districts. The children are always most eager for their bath day to come, and thoroughly enjoy it. It will soon be necessary to establish such a system in the schools of Vancouver when they are situated in the crowded districts. Wherever schools have been equipped with showers and baths, the improvement in the tone, the cleanliness and the health of the pupils has been most marked.

Open-air schools should be provided for children suffering from the various forms of tuberculosis, such as pulmonary glandular and bone tuberculosis. Children who are weakly, who have enlarged glands in their necks, who frequently take colds, receive a great deal of benefit and are much improved in weight and health by attending an open-air class. Children suffering from open tuberculosis should not be allowed in an open-air class where there are children that may be so called the tuberculous(but should be in a separate class.

The Control of Infectious Disease.

1. All children suffering from infectious diseases, and having been exposed to them, are excluded from school and are not permitted to return until they present a clearance from the health officer.

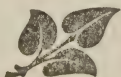
2. If there is any possibility that a child has been at school while in an infectious condition, then the room is fumigated with formalin, his books are burned and the desks are thoroughly washed inside and out with a solution of Izal, one part, to 200 parts of water. The physical record cards show the number of children in the class who have had the disease previously, and to the others particular attention is given. The class affected is then inspected on several succeeding days, during the incubation period of the disease, for the purpose of picking out any children who may be developing the disease.

3. If a teacher has reason to suspect a case of infectious disease in the family of a pupil, she notifies the health authorities, and an inquiry is made concerning it.

4. In order to prevent children who have been out of school for a few days, sick, possibly with scarlet fever, diphtheria, etc., which may not have been recognized by the parents, the act states that such children must be referred to the school doctor for examination, and they must obtain a certificate from him before being readmitted to school. This rule, when put into practice, will render the schools much freer from infectious disease than they were previously.

Besides this, every general practitioner immediately notifies the health officer on the occurrence of each case of infectious disease. The school is then immediately notified and steps are taken to prevent the spread of the disease.

F. W. BRYDONE-JACK, M. D.,
School Medical Officer.



The Measure of the City System

By Mr. J. McCaig, B. A., LL. B., Edmonton, Alta.

I AM gratified to have an opportunity of meeting at near hand those who have the interests of education at heart in this province, and more particularly in this city. I have had occasion already to say that our closest and warmest kinship in educational matters in Alberta appears to be with the province of British Columbia. It may be that my relation to a city system with a special set of problems belonging to a fast growing community such as you have in Vancouver in perhaps more exaggerated degree has naturally pointed me this way, but I judge likewise that another reason, and perhaps the most important one, is that I believe that we must keep our eyes towards the setting sun and follow it to catch the last and best light in a figurative as well as physical sense. While material problems are met eagerly and successfully, and while we are all generally blamed for chasing the dollar—some of us at greater distances than others, of course—and while some have completed a successful chase I have no hesitation in claiming for the West generally, and in claiming most of all for the Farthest West, a sincere and eager and effective interest in higher things, and that we have built up on our fabric of material success an educational fabric and generally an institutional life devoted to the good of those who come after us which marks more than our material success the energy and spirit of a western people. I look westward because you are a little more western than I am myself. I congratulate the people of Vancouver, and of the province as a whole, on the possession of

A Serious and Happy Spirit

in the work of promoting a beautiful civilization away beyond the passing day. This does not apply solely to those who are immediately concerned with bringing things to pass, but likewise to the general body of your citizenship, among whom sentiment in favor of good educational services is active and wholesome. I sometimes think that educationists are under confident rather than over-confident with respect to their delegated powers—that they more frequently fall short of what the public will ratify than go ahead of it. The general sentiment in favor of good educational institutions is quite pronounced in all the western provinces.

I have been asked to give a brief discussion of the city system and to point out in relation to it the service and efficiency up to which it should measure. I trust that I may be looked upon as a fellow-worker in a matter with respect to which we have a common interest rather than as one who is qualified to say the last word on a matter particularly that may be viewed from many different angles, or that may be honestly regarded in different ways by different persons.

The educational problems that have had the greatest publicity during the past decade have not been connected with the city, but rather with the rural schools. It may be that the isolation of the rural school and the consequent lack of a strong community sense and force, which are so necessary to bring things to pass, have been the cause of leaving the rural schools behind in the

Matter of Improvements.

It may be the case, on the other hand, that governments have featured the



SCHOOL CLINIC—TREATING A DISCHARGING EAR.



HOISTING THE SCHOOL FLAG.

needs of rural schools especially during election times and that the problems of city schools have not been known to the public to the extent that they should be. It is perhaps the case that the problems of the city are at least as great as those of the country. The problem of the country is isolation, that of the city congection. The rapid growth of city communities in western civilizations has given rise to problems that are both large and, to speak, sudden, and that tax even the vigorous administrative gifts begotten of high public spirit and keen necessity. While strong communities excel in their capacity of bringing things to pass: on the other hand the problems of education multiply and intensify in large centres.

The chief reason for this is that our conception or definition of education has completely changed. Instead of its being a simple discipline in a few school arts, it is now a vast social instrument for the regeneration of society by the heightening of intelligence, the fitting for the duties of citizenship as well as the giving of industrial efficiency or at least developing industrial aptitudes. The public school in an advanced community has to be all things to all men. If we had to educate only the priest as in the olden time, or the gentleman or the mechanic, the work would be simple; but a man cannot live by being good alone, he cannot live on Latin roots alone, and the making of an efficient machine is not meeting our responsibilities with respect to forwarding the evolution of

The Best Man Type.

We have decided to make all men sharers in the things which education may properly take account of, for any man at least up to a certain point. The civilization of cities is very complex and this involves great complexity in educational services. We are confronted constantly by the task of se-

lecting unifying and co-ordinating a great diversity of educational material, some of it vagrant and fugitive and some of it permanent and useful. The problem that looms large with respect to the city system on the educational side is the framing of school services to meet broad social demands in a susceptible way without incorporating interests that are wasteful of educational effort by reason of their being of only transient and passing importance. Such institutions as the church and the school, that have a basis purely in idea, are apt to be conservative and may be as slow to give up the wrong thing once it is accepted as they are to receive the right thing because it is new. It is important, then, that the making of courses or the determining of school services should be from a broad and fundamental outlook or purpose. The essential and accepted functions of the schools should be properly understood.

Ordinarily the work of the city system is discharged by two classes of schools called elementary and secondary schools—commonly called in this country public and high schools—one branch taking care of pupils in childhood and the other in adolescence generally corresponding to the years from 6 to 14 and from 14 to 18. It is rather difficult to ascribe a single or sole function to the public school. It is quite clear that the first function is to give

The Tools of Knowledge

the elementary discipline that enable the child to take up and understand the rudiments of human experience. This is done through the common school arts, such as reading, writing, calculation, history, geography and so added to this the schools are supposed to develop social and patriotic impulses and give some insight into our institutional life, and finally we are attempting to make our school services relate to adult vocation. The last

function is the one with respect to which our thinking and practice are in a state of flux. There are opposing tendencies and conditions today that give rise to difficulties even in the common school. No one disputes that the right function of the common school is general elementary education. This relates even to material with a vocational bearing, such as agriculture in the country and manual training in the city schools which are for interest, insight, accuracy and broadening rather than for use. To give these subjects a trade aspect in the common schools, to superimpose trade training the common schools over the whole body of pupils is to destroy as well as to construct. It may prove the arresting of development rather than the forwarding of efficiency, as it anticipates the period of personal choice, that is, the adolescent period. Even in the case of household science, which seems to be training for direct use and results, the practice side cannot be large but the interest, science and sanitary sides are of very great permanent importance. On the other hand there is the practical question of schools meeting actual instead of ideal conditions. Ninety per cent. of our pupils

Do Not Attend

during the last two years of the public school. Their general training is not high and they have no special training. It is quite clear, as I said before, that we cannot safely or profitably superimpose trade training on all pupils. What is left to be said likewise is that the efficiency of a system is not properly measured by its uniformity. We have a puritanical idea that the children were made for the schools. As a matter of fact, the ideal system is one that meets the case exactly for the largest variety of needs. It is clear that even for pupils of public school age trade training is desirable where general training has to cease.

All work of this kind should be undertaken under public auspices, not by private initiative. Its most common form of occurrence is as a night school, at least the night school is the beginning point. To make the assistance of organized educational effort universal means in some cases the taking of education to people where they cannot come to it, and the night school is a convenience for pupils who cannot attend the day schools.

The secondary schools take care of pupils in a period quite different from the period of childhood. The adolescent period is the one during which choice and taste manifest themselves. It is the period in which personality is determined. Boys reach their stature during the adolescent period. Girls enter the high school as children and emerge as women. The mental attitude of pupils to the world changes. The romance of history, the attraction of science and the glory of high intent make things near and contemporary, commonplace, religious and political take shape. Altogether it is a period in which aims are fixed and

Careers Begun

in the reaction of the personality to the material, and experiences presented in the society, in the home, or in the school, but principally in the school.

It is plain from this that the appeal of the school should be varied. Hitherto the work of the secondary schools has been rather strongly scholastic and the high schools have emptied into the learned professions. The growth of science has led to its larger introduction into the high school, which, with the help of the science of mathematics, has broadened the exit from the high school into the professions with a more direct bearing on industrial and material life, such as civil and mining engineering. The interest of commerce and distribution have likewise received recognition in com-

mercials courses which have as a rule and physical culture are not given the terminated in the high school. Latter-attention in the high school that they ly we have the movement to incorpor-deserve. They do not become a fixed ate into formal training for pupils of-and slow-developed part of the high secondary school age the interests of-school pupils' experience, and the nor-industrialism by the introduction of-mal schools are not turning out teach-bench work in wood and iron, forge-ers qualified to do good work with re-work and other branches. In some-spect to these, even with some help cases such courses have been made an-from a supervisor. As soon as a sys-integral part of the preparatory work-tem gets to be any size a supervisor for engineering courses; in other cases-cannot do teaching work. Neither is they have terminated in the high-it desirable that we should honeycomb school. While this has been going on-the integrity of the class by a mixed we have had the same misfits on the-procession of special teachers. We side as we have in the public schools.-must get to the point where these sub-We have pupils or I should rather say-jects are regarded as fundamentally who are short in both general and-important and naturally within the technical sides who require help on-scope of the average teacher, and it both sides. To these the day and-is important that the city should fore-night trade schools, under city and not-see and provide for its own interests private auspices. That is, it must be-by having the high schools do their assumed, that the measure of effi-part in complete teacher training. ciency of the secondary school is the-I presume the condition of British extent to which it serves susceptibly-Columbia is perhaps the same as Al-the needs of the sons and daughters-berta in that it has to keep of citizens in

The Adolescent Period.

The question of how such services are to be worked out, whether by separated or combined school, is largely a matter of the size of the constituency, or, stated in another way, of the economy and possibility of differentiation.

There is another important matter that must be considered in relation to secondary schools. One of the permanent and important offices of the secondary school must always be the academic preparation of teachers. Generally it may be said that the teachers' now professional courses have been too closely assimilated to the courses for college entrance, which have been determined, of course, by the colleges. The normal school courses are supposed to complete the training, but the normal schools undertake too many things in too short a time, and teachers are imperfectly trained in certain school arts. For example, such subjects as art, music

Importing Teachers

from other provinces year by year. This has some advantages, of course, chief of which is the stimulation from new blood. On the other hand our systems should take account of the bringing forward for the important work of teaching an indigenous body with an inbred realization of our own social and educational aims.

It is quite plain that the study of the proper functioning of either the public or secondary school branches of a city system might occupy an evening in itself, but I cannot go beyond the brief discussion that has already been given in relation to these matters. Some discussion of the machinery by which the system are worked out must be given.

It is the case, I believe, that western communities are practical and serious with respect to delegating authority in educational concerns, in that they invariably choose public-spirited men for trustees. I believe it

is likewise the case that school administration has not attracted the demagogue or selfseeker, and that school interests have been generally clean. I should say invariably clean. Our trustee bodies as a rule have been made up of a good assortment of professional men who have had liberal education, and who appreciate the value of an education—of men of good business standing and administrative capacity, of men who have been in educational work themselves, and generally of those who have good social impulses and public spirit. School boards should not be large. It should be possible for a whole board to sit down and reason together, and it should not be so large as to have important business swung the wrong way by talkers who aim to sway people with half-baked opinions or no opinions at all, as is the case in large boards. It is not necessary to have large boards because the city is large. A ward system is not generally good; trustees should be chosen at large. It is better to have a small board and to provide for increased work by further delegation of authority to competent and expert officials. Considerable

Tact and Judgment

are necessary on the part of all concerned in the working out of an advanced city system. The general tendency is in favor of a transference of authority in technical matters, whether educational, financial or relating to building construction, from the board to expert officials, and with this, of course, a correspondingly heavy responsibility to such officials. The authority of the board is a delegated authority conferred by the public. The board, on the other hand, places authority for the carrying out of its policy and aims in the hands of officials. Boards are questioned by the public only once in two years. In some cases three years would be better in order to conserve the continuity of

the board's policy; in other cases a year is too long. An official is constantly subject to the board, and on this account he should work in absolutely close and absolutely open relation to the board or to the various committees of the board through which he is responsible to the board. In the main, a board should be prepared to take the direction of its officials, but the best official will look to having his judgment bettered by sane, business or common sense advice. Logically, the official who has not the confidence of the board should resign, but a board by reason of its temporary and general character should be slow to put an end to the career of an official who stands for what is right in the main, in a great public service. The perfection of human judgment has not yet reached a point that justifies us in the summary punishment of each other's mistakes. It is a matter of gratification to feel that the susceptibility of western peoples can be steadily counted upon to secure the effective working out of an advanced institutional life.

I have now to notice some of the means by which the working out of a system may be favorably influenced or secured. The

Three Simple Matters

which board and officials should try to keep before them are, the character of their equipment, the character of their organization and the character of their teachers. It is an important charge to have to determine the character of the buildings and equipment for such an important social service as education. A building should be ordered for the convenience and comfort of teachers and pupils. The educational use is the beginning point, and a superintendent and building commissioner should be working close together before plans are made, so that both standard and accessory accommodation required are known be-

fore a plan takes shape. The necessary accommodation for the comfort of teachers and pupils and for their social improvement as well as that of the near public should become more liberal in the future than it has been in the past. The best schools should be built in the worst neighborhoods. Education is a work of regeneration. The work should be carried on in two flats, the building should be of the substantial character to last 60 or 75 years, and should be an education through the eye, to both pupil and public. Each permanent public school building should occupy a full block site, and a high school building two blocks, for the physical good of pupils. A sound body in a sound mind has hitherto been interpreted to mean a sound body for the sake of a sound mind. We should understand that a sound body is good for its own sake, and the habit of physical activity is generally synonymous with moral soundness. If your taxes go up because your board of education buys half a dozen full block sites, this year, for posterity, have them all stand for election next year and instruct them to buy a dozen. With respect to

Organization of Work

I do not know that much can be said. The general order of evolution in cities with a number of school centres has been, on the educational side, a superintendent, then supervisors of special subjects such as music, and art, physical culture, manual training and domestic science. Then a supervisor of primary work and an assistant superintendent, followed by a differentiation between supervisors of special subjects in high and public schools, but under a single administration. There appears to be, or to have been, a tendency to develop a cleavage of administration in these two branches of work, but in the light of the right evolution of a system this is wrong. The office of directing the

educational polity of a board is a larger office than that of any high or public school principalship, and the integrity of the city system should be conserved. Any other policy is reactionary. The other offices of a board are usually a building commissioner, a secretary-treasurer and supply commissioner, and a medical inspector of schools.

While good buildings are desirable and good organization necessary, the ultimate measure of the efficiency of our schools is the character of our teaching body. It is the greatest work of a superintendent, I think, to get good teachers—it is also difficult to get a good superintendent. The experience of the schoolmaster in the past has not developed him for the larger tasks. The young man goes into teaching, to get out of it into law or medicine. The public calls teaching the noblest of the professions, and holds out for it the lowest pay—consistency is a jewel, but it is not the kind of jewelry that most people are fond of. Is it going to be necessary to make school mastering a privileged business before it can become a profession? The motive of business is self-interest, and the developing of a business into a profession has been marked by several

Well-defined Features.

Every so-called profession qualifies and disqualifies its own members; it devises and applies its own principles and practice in its own way; it controls its membership through its own organization and practically suffers no authority from outside; it makes its own fees; in other words, it gives expert service on its own terms. I am giving this as history and fact, rather than an argument. It does seem that for the support of every important public service a profession is necessary to give expert direction. The question is, by what means is the occupation of

teaching to be given the dignity of a profession, and with this dignity the attraction necessary to bring strong men into it? This is doubtless a problem affecting both country and city schools, but it is worse in the cities by reason of the demand for outstanding administrative and executive capacity necessary to establish and conserve the integrity of a city system as well as to direct instruction. Where are we going to find men with the patience of a saint, the wisdom of a Solomon and the cleverness of the devil himself at One Thousand or at Three Thousand Dollars a year? I am glad to say that parsimony cannot be charged to western cities, and certainly not to Vancouver, but we all have some distance to go. Education has been described as a steamship laboring about in the trough of the sea for the want of proper machinery, and of a sufficient supply of coal to produce power and utilize it to produce speed towards a definite point. I have no hesitation in saying that the fundamental question in education is money. It is not the sole question, but is an ultimate condition. Just think what it would mean if our expenditure in edu-

cation were doubled. If men could afford to train to become directors of systems, if the services of our systems could be broadened to touch directly the total of interests of society. The doubling of our expenditure should mean the doubling of social efficiency and the doubling of social happiness.

While I have spoken in relation to our city systems and with some emphasis on the diversified offices that are put upon our school boards and upon our schools, to have them touch as sensitively as may be the diversified interests of society, I should like, in closing, to emphasize the very big part that the teacher is in the educational program. A boy grown to manhood invariably looks back, not to the schoolhouse but to the teacher, and more particularly to the teacher who has had a genuine love of children and a genuine love of school work. Likewise he will look with most satisfaction upon the teacher who has enabled him, by inspiration not connected with material accomplishment, to get most out of life by good thoughts and good deeds and a kindly face to all the world.



F. HALL DIMOCK

Some Weaknesses of Our Educational System

By Rev. W. H. Vance, M. A., Principal of Latimer Hall

I SHOULD like to express the pleasure I feel in attending the sessions of the association of School Trustees of the province of British Columbia. As a comparative stranger in the community, I have been glad to learn of the existence of such an association and of its successful history.

My father was a school trustee for over twenty years. I myself have been a teacher. I have, therefore, had some association with school trustees in the past.

Naturally I have met different varieties of trustees. Some have been prone to think that of teachers the cheapest is the best. They looked upon the teacher as a necessary and expensive evil. They figured out that the teacher, working as he did five hours each day for five days of the week for ten months in the year, was the most highly paid and highly favoured individual in the community. Short hours, long holidays, easy work, big pay—these made his position a sinecure.

I should be glad to know that this type of trustee is a thing of the past. I firmly believe that a primary qualification for the position of trustee should be the firm conviction that a good teacher is one of the most valuable assets in the community, and one of the most important factors in the true development of the nation. Teachers are better paid than they were a few years ago. They are still very poorly paid. Teachers are more appreciated than they formerly were. They are still too little appreciated. The contribution of the school to the development of the nation is more fully realized than before. It is not yet appreciated at

Its Full Value.

This association is, I take it, an evidence of the new spirit. As such it has my very hearty sympathy and my best wishes.

I may be permitted to say that I am a Canadian by birth and education. I am a graduate of the public, high, model and university departments of the educational system of Ontario. I therefore feel that I am in a fairly good position to judge of the strength and weakness of our educational methods in Canada.

I have been announced to speak upon the subject of "The Weakness of Our Education." The subject should have been announced as "Some Weaknesses of Our Educational System."

1. We have never fully appreciated the importance of the public school as a part of our educational system. The aim of our educational system should be to have the nation at school. No other part of our system comes into such close touch with the masses and no other part reaches anything like the same large proportion of our people. I find that the total attendance at schools in this province is 39,822. The attendance at the high schools is 2,041, or about five per cent. of the total. That means that of those whom the province is educating, 95 per cent. take advantage of the public school only. In Ontario it has been confidently asserted that 97 per cent. take advantage of the public school only. So if our nation is to be educated it must be educated through the public school.

We need good universities. We must have high schools worthy of the name. But we must place greater emphasis on the public school as ministering

the greatest good to by far the greatest number. We must raise the standard of graduation from the public school. We must make an effort to keep the children there for a longer period. We must dismiss the idea that the lower the grade of school the lower is the certificate necessary to teach it. We must regard the public school as the foundation of all our educational system. We must look upon it as the only educational facilities of which the great majority of our people take advantage.

2. We have not made

The Teaching Profession

sufficiently remunerative and otherwise attractive to induce the brightest of our young men and women to adopt it as a permanent vocation. The teacher has a work which angels might well envy. But teachers cannot live on angel's food. No other profession is so frequently used as a stepping-stone to some other calling. A very large proportion of the teachers remain teachers for a very short time. In addition to this, they undertake the work expecting to remain at it for but a short time. They enter the profession with the intention of leaving it at the first possible opportunity. The consequence is that much of our teaching is done by apprentices. This cannot be satisfactory. The true criterion of a nation's development is not found in increased building permits, land values, or railway mileage, but in the character of the men and women the nation produces. It is a satisfaction to know that this province can win prizes for apples and potatoes. It will be more satisfactory and honourable to know that our boys and girls and our men and women are the equal of those who live in any part of the world. We simply must gain a true conception of the worth of manhood and womanhood in the nation's progress. We must further realize that probably the dominant factor in the development may be

and should be the teacher in the school. We must appreciate the teacher more. We must make teaching as a permanent vocation attractive, the best in the country. We must make it possible, if not profitable, for the best in the community to adopt the profession of teaching permanently. There is not the slightest excuse for any intelligent community paying any teacher less than the mechanic is able to earn. It might be unfortunate if men and women engaged in teaching merely to make a living. But it is equally unfortunate if ambitious men and women cannot live by teaching.

Women Teachers.

3. In our public schools, and in a lesser degree in our high schools, also, the teaching profession is quickly passing into the hands of women. In eastern Canada a male teacher in the public school will soon be a curiosity. I have not the figures for the whole of British Columbia, but judging from recent lists of graduates from your normal school the same condition will soon obtain here. I notice that in Vancouver of a total of 220 teachers, no less than 149 are women. I do not wish to be understood as depreciating to the slightest extent the beneficent influence of women as teachers. In some departments they are almost indispensable. But I believe it will be a sorry day for our country when the education of our youth is abandoned by men.

In many parts of this province I am sure that conditions are such that teaching is essentially man's work, and not woman's. There is no more justification for sending out women teachers into these sections than for sending out women engineers. After all, man is fashioned to do the world's rough work, and while teaching on the outskirts of civilization is not rough work from a physical standpoint, it requires the robust mentality of a man to cope with its discouragements and its handicaps. Canada

needs several thousand more male teachers today more than it needs anything else—men who will make teaching their life work and will bring to it the best trained body, mind and spirit it is possible for us to find. In sympathy and insight and in the desire to influence those under them for good, women teachers no doubt excel, but there are other qualities that count. The strength and virility and the more rigid discipline of the male teacher mean a great deal in the making of child character. In dealing with rough growing lads especially, the “please” of the woman teacher is not so likely to be as effective as the “must” of the male.

It is a well-known fact to all who have had a chance to observe the character of our young people, that, in spite of the potentiality of the school as a public institution, boys from twelve up, or even younger,

Cannot Be Kept at School

except by force. It is interesting to notice that of the total enrollment in the schools of this province, 20,449 are boys and 19,373 are girls. But in the high school department, the figures are reversed. There are 919 boys and 1,122 girls. I believe this is partly accounted for by the fact that boys after a certain age have a certain prejudice against women teachers. The prejudices are, I believe, innate rather than instilled, and it is useless to fight against them.

Another great advantage of the male teacher is that he can sympathize with the adolescent boy's craving for play of a rough and tumble sort, and that he is able, without loss of moral power, to share in even the rougher games. What this country loses each year in substituting for an inherently attractive school life an entrance examination for which no normally constituted boy will ever willingly prepare himself, is beyond all calculation.

At any cost we must retain the sterner sex in the teaching profession.

4. Our educational system has had a tendency to educate boys especially away from rather than for their work. To send a farmer's son to the high school, and more particularly, to the university, is to lose him from the farm. The same is true of the business man's son. Surely increased education should not mean a change of work, but rather a changed attitude to our work and a changed manner of doing it. We have failed to impress upon the youth of the country the thought of culture for culture's sake. They have in some way grasped the idea of culture for its market value's sake. Our curriculum is too uniform. We have attempted to educate all our children along the same lines. We have forced children to learn much they do not see the value of, and we have failed to give them much that they readily know the value of. Our education should fit us for after life. Unless we are all going to live the same kind of life, we should not all be educated along exactly the same lines. There has been too little connection between

The Home and the School.

The great problem of today is to co-ordinate the work of the school and the work of the home. We must make a greater effort to carry the influence of the school back through the child into the home. Illustration: The two must not be looked upon as contradictory, but rather as complementary influences.

5. Our school system has failed to do its share in stemming the tide of population from the land to the lot, from the country to the city. A very disquieting feature of the late census is the disproportionate increase in population of the towns and cities of Canada. Of the whole population of Canada, one-third live in towns and cities of over 4,000, of which there

are 103 in the Dominion. This in itself does not seem an unduly large proportion, but there are indications of a very gradual increase in the proportion. Nova Scotia's population shows a decrease of 2,273 for the last decade, but the city population increased by 28,033. Quebec shows an increase of 351,799, of which 272,293 are accounted for by the cities. Ontario shows a total increase of 336,955, but the towns and cities show an increase of 344,753. British Columbia shows a total increase of 184,109, of which 125,000 are found in towns and cities. Taking the several provinces in order, we find that the following is the proportion of the population living in the towns and cities: Prince Edward Island, 10 per cent.; New Brunswick, 17 per cent.; Nova Scotia, 23 per cent.; Quebec, 36 per cent.; Ontario, 39 per cent.; Manitoba, 35 per cent.; Saskatchewan, 13 per cent.; Alberta, 23 per cent.; British Columbia, 52 per cent. "Back to the land" is a great cry in England. "Settle on the land" should be our watchword here. The school can do much to stem the movement to the cities. Proper economic principles can be instilled into the older pupils. Every school should have a library and the parents given every encouragement to use it.

The Dignity of Manual Labor

should be more emphasized. Nature study should be encouraged. The school should be an advocate for rural life.

6. We have never paid sufficient attention to physical education in our schools. Too often our schools are themselves positively detrimental to the physical welfare of the pupils. They are uncomfortably seated, badly lighted, fearfully ventilated, and horribly swept and dusted.

I believe that there should be associated with every school board a qualified physician, whose duty it would be to examine the sanitary conditions of the schools and each year

to examine the physical conditions of each pupil, especially as regards their teeth and eyes. Proper exercise should be prescribed according to the constitution of the individual pupil. By this means hundreds of lives would be saved and the physical development of our country greatly enhanced.

7. We have given almost our whole attention to the development of the mind of the pupil. We have given a little attention to his physical development, but his moral development we have almost wholly neglected.

Section 3 of the School Act of this province reads: "All public schools established under the provisions of this act . . . shall be conducted on strictly secular and non-sectarian principles. The highest morality shall be inculcated, but no religious dogma or creed shall be taught." I can understand that it is not desirable that the peculiar tenets of a particular communion should be taught in our public schools. But I question the wisdom of ruling out all religious instruction because of the fear of domination by certain religious forces.

Teaching Morality.

But suppose we admit for our purpose that it is not desirable to teach any religious truths in our schools, and that morality can be taught apart from religion, what are we doing to teach morality? The act requires that "The highest morality shall be inculcated." I have looked through the curriculum, but I fail to find any provision for its inculcation apart from this general regulation.

I believe that morality is as necessary a quality in the true growth of this country as a knowledge of history. I look upon the school as the only agency of the state to teach morality. We would not be satisfied with the teaching of history which was subjected only to such a regulation, as for instance: "The chief facts of English and Canadian history shall be taught." Neither should we be sat-

isfied with such a vague regulation regarding the inculcation of morality. Again every teacher is, on applying for a certificate, required to submit a certificate of good moral character. I claim that in our teachers we require qualifications which our educational system cannot reasonably be expected to produce. In other words, we look to other agencies in the community to supplement our teaching. Our system is weak in its provision for the development of the morality of our children. While it proclaims its independence, it acknowledges its dependence upon outside forces.

I am optimistic regarding the future of our country. There can be no question of its future greatness. Sometimes I am worried about its future goodness. In the schools of our land we have a wonderful force for good. May we realize this and support in heart and soul those who unselfishly give up their time and energy to the teaching profession.



Modern Schools

By J. J. Dougan, Member Vancouver School Board

FOR the past eight years I have had the advantage of visiting hundreds of the leading urban and rural schools in five provinces, and, in at least as many states.

If further apology for the address be required it is found in the fact that the modern school is fast coming in evidence.

Well might the great Tolstoi observe "The Country's Schools are the greatest gift to the world," and, another add, "The Country's Schools are greater than trained electricity, greater than a net-work of iron rails, and, greater than the combined treasures of forest, mine, sea, and field—greater because it has given value to all these."

To rural school I have given special study. "The Red Queen said to Alice, 'If you want to stand where you are, today you must run.'" The application is for us. The foolish parrotlike practice of memorizing everything has given place to a better day for the student, and, outworn ideals are passing fast away; "Beyond the buried past the world has ranged, and so, new influences shape their trend today."

Old methods, wasteful and silly, like the sultan in the poem, "have bode their hour or two and are now taking their departure." This is essentially characteristic of our modern schools. May all soon be modern!

The Child

is now the chief consideration—the national asset, if you please. He is studied and gets his rights—even though he be dull or defective.

Making the pass into high school the measure of success is giving place to the rightful test, namely, the power

of the child to adapt himself to life after leaving school.

I wish to call attention to how better to relate the school and the farm. The up-keep of the province depends on the growth and success of the country school, and prominent men in all walks of life claim that much can be done to make agriculture or the farm more attractive. The opinion has grown that rural life demands a new kind of rural school. Here nature has given her richest endowments. "Yearly she gives the miracle of seed-time and harvest, and the school-farm is the grandest kindergarten in the world."

The question has often been asked, "Why do people go to the city?" In ninety per cent. of the cases, it is, "To get better schools for our children." Better rural schools are calculated to lead the pupils to choose rural life. The school-room is being made clean, bright and cheerful as any home. Many now are the school gardens and well laid out lawns, not to mention the trees and shrubbery. Such schools are producing a higher state of efficiency and perfection.

The rural school in many places is ceasing to be solely a feeder of the high school, and to fit for life's occupation.

The rural pupil in many places today is not required to cover the city curriculum. This is because the rural community wants the educated man with business methods, intelligent foresight and careful preparation, rather than the scholar as such.

The Boy

living in the country wants to know much that the city boy does not require, e. g., the reason why some soils

are rich and others poor; what some contain and others lack; how to make the poor soil produce more.

Perhaps Tennyson intended this in his "Flower in Crannied Wall," as he held it in hand saying, "If I could tell what thou art, root and branch and all in all, I should know what God and man is."

In teaching that some plants are deep rooted, we have the reason for rotation of crops. The culture of the field, the garden, and the arbor is having or coming to have something like just recognition.

The rural school has begun to answer the country's needs, chiefly, as I wish to show, by consolidation; by better preparation of teachers; and, by higher salaries, and the consequence, longer service of the teacher. By consolidation is meant the merging of several schools or districts into one central school, the pupils for some distance being conveyed to and from school. The past few years the idea has taken firm hold in Canada and the United States. Nova Scotia has now twenty-two consolidated schools; Manitoba twenty-one; while New Brunswick and Ontario have each made a good start. The results are most satisfying. The fine brick schools, spacious grounds, libraries, sanitary drinking fountains, manual training, and domestic science, all mark the change. The little log school with its evidence of an active jackknife around the seats, its box stove, and its ventilation through door and windows, has hardly a relic left. The result is the children are interested and the teachers greatly encouraged and so continue longer at school with less frequent change of teachers. Better teachers are found under consolidation. There is perfect control of pupils going to and from school. But the greatest gain lies in enriching the lives of these children. I saw the pupils

Enter the School Vans

and alight after being carried anywhere from three to ten miles in each case from a dozen to twenty pupils. I saw them unfatigued, dry, warm, and happy, landed at the school door, and, after school conveyed in the same efficient manner to their homes. Heaters are used in these vans when necessary and generally the greatest care is used. I sought opinions from these pupils, from the drivers, the trustees, teachers, farmers, inspectors, and, not least, the ministers of education—in fine, sized up from every possible viewpoint—and can unhesitatingly declare favorably for the consolidated school, which is really a large graded school, with its gardens, its arbors, and, often its cultivated fields. Manual training is by this means brought to rural pupils as by right and the school advantages are so evident and so excellent that parents are not nearly insistent on going to the city to get their children educated. Wet clothes and shoes no longer menace the health, and, the pupils are not too tired to study. This has solved the idea of regular attendance. Take the last school seen—Darlingford, Manitoba—here the attendance in September was forty-seven and at the end of the year the attendance was still forty-seven, i. e., 100 per cent. for the term. Taking the nine oldest consolidated schools in Manitoba, I found they had missed only a total of eight trips for 1910—indeed four out of the nine did not miss a single trip for the entire year. I discovered one man who had bitterly opposed the idea and he expressed his changed opinion in these words, "The old rural school is to the new consolidated school as an old Red River cart is to an up-to-date auto."

Practical Agriculture.

Chairman Ross (Holland, Manitoba) says "Weather conditions are entirely eliminated and regular attendance secured by carrying the school

to the door of every child. Practical Agriculture (on the school grounds), vocational and technical education may be taught in the rural consolidated schools which could not be done in the district school prior to consolidation."

All, from the minister of education, down to the pupils praise the consolidation school, and it costs but a trifle more than the separate schools together cost.

These schools are little more expensive than the several separate schools and yet are in every respect infinitely more efficient and successful. Were I permitted to make a comparison it would be that the "district" school had become the modern graded school of anywhere from two to eight rooms with the latest equipment. These schools are growing in popularity everywhere and rapidly supplementing the rural school so long considered the problem for inspectors and department. To my knowledge not one consolidated school has thought of reverting to the old system, but instead sends word to those districts not so organized to speedily do so. In Manitoba, yearly the deputy minister of education devotes much of his time to visiting rural communities and addressing them on the advantages of consolidation.

I am confident our province will soon take advantage of this efficient and admirable system for once recognized, the idea will quickly spread. We would soon notice the effect in the

Pupils Settling on the Farm

and so answering the call "Back to the land." That is everywhere the effect. But the rural school is gaining also by better training of teachers, both practical and technical.

High schools are largely adopting a teachers' training course. This strengthens in fundamentals and lays firmly the foundation for efficient teaching.

Is it not as consistent, and much more necessary, to train the teacher for his great work than to train for the counting-house, mechanics?

In my audience with heads of the education department in many places I found marked dissatisfaction at a large part of the work of rural teachers. Pressed for the remedy, the answer has always been, "First improve the teacher by adding a teachers' course to the high school curriculum."

In the teachers' course, those in training are learning the subjects so as to be able to teach them. The normal course put on the end has been found insufficient. The high school is largely now training for teaching by having the pupils think teaching, if I may be allowed the term. Nor is that all, in some places, notably in Manitoba, the normal graduates must put in six months in the agricultural college in Winnipeg. During my last visit there fifty young ladies were that afternoon making butter. Principal Black said the government thought it necessary that those who have to teach the youth should understand something of the fundamental principles that govern agriculture. I looked over the

Nice Plots

of garden, the milk-testing machine, and the interest these young ladies take in this feature of their normal. Professor Black said, "We try to give as much practical work as possible, such that the teachers can easily duplicate in rural schools often with little apparatus. We include a course in school gardening, home economics, agricultural botany, domestic science, animal and field husbandry." Concluding, "We want to impress on the students the dignity of labor and the worthwhileness of the farm. We try to teach these, not as a means of livelihood, but as a profession and we try to insure the teachers-in-training passing this idea on to their pupils."

Winnipeg, Toronto and most of the

best schools in the States have a brief referring to other modern features seen.

The last two years. This is greatly raising the quality of the rural school. Already we are getting the results. The daily problems relate more to bushes than to exchange. The special interest and outlook of the rural pupil is being recognized, rightly so, for all can no more become money-kings, if that were an unmixed good, than they can become Napoleons. This is teaching in the spirit of the farm and its effect is easily a growing tendency like the consolidation school to encourage to remain on the land. Less books and more nature study and manual training are quite fully relating the schools to the farm.

The improvement by better salaries is noticeable everywhere. Mark Twain berated his pilot for landing the boat on a sand-bar, but he heard wisdom in the latter's retort that he was doing the piloting as well as could be expected for \$40.00 a month.

The Moral Ought to Be Obvious.

We have expected and often do expect trained men and women to pilot our future citizens past sand-bars, over rapids that call for masterful skill and yet pay an amount that would be "declined by a demonstrator of some new brand of shoe polish or baking powder." While increase has everywhere been the order the past few years, yet Chicago and New York have done most nobly. The latter is spending \$3,500,000 additional on salaries since a year ago, and has made the maximum of public school principals \$3,500 yearly and of high school principals \$3,800. The enhancement of salaries in Chicago may better be expressed by saying the advance in public school salaries lately made ranges from \$35.00 to \$50.00 a year for each of the ten years through which the schedule extends. Many Canadian cities are scarcely behind the schools just quoted. But I have to be very

The school architecture is a most pleasing feature. Go where you will these buildings are after the latest designs. Everywhere over the prairies the artistic brick school attracts the eye. I am happy to say the planning of school buildings is considered not only a problem in convenience and efficiency, but also a problem of aesthetic training.

Besides the building, within and without progress is well shown. The school garden has come to charm and educate. Thousands of school gardens are found in Canada today. Play grounds generally are worthy the age, and all the newer ones are spacious and fitted with modern appliances. Most of the larger schools are fitted with basements which are thoroughly supplied with apparatus, spray baths, etc. On each floor are sanitary drinking cups.

Tennis Courts

are laid out—the latest school in Moose Jaw having six courts. A neat janitor's residence generally lends service. Worthy of notice, the fire-escapes are up to date. In many places the Kirken-fender spiral is used. Winnipeg schools have just eighteen of these. They are unquestionably the very best means of escape. By their use a school of say 500 can be dismissed from a building in about four minutes. These are quite largely used in the States. Other expedients are resorted to, some putting up only one story buildings, and one, the Cleveland, near Columbus, Ohio (where 175 pupils were recently burned to death) is arranged so that each room in the very large building empties separately out into the play grounds without entering the main hall. It is claimed to be the most wonderful and safe fire proof building in the world.

Edmonton has a good idea—an original one—where the exit and its zone from garret to basement is ab-

solutely fire-proof. While speaking of the buildings I must mention that the cost is considered quite secondary to efficiency. In Edmonton lately, three schools were built each costing about \$100,000. This is equally true of the Luxton, La Verendrye, Greenway, and many other schools in Winnipeg.

Marking the progress of education, I find the free principal idea has taken firm hold on both sides of the line. Winnipeg and Toronto have with others proved so progressive. The consensus of opinion of principals, inspectors and superintendents is strongly in favor. Over a dozen leading Canadian school inspectors and superintendents express their belief that the principal of the large school should have his time to devote as a whole to supervise the management of his school; to deal with the problems that arise; and to stimulate the teachers to do better work.

Empire Day and Arbor Day

are getting to be generally observed, the latter contributing to the small school farms so often found both shading and beautifying the grounds. The former is unusually successful and a future day alone will show what has been the result. Each school has its programme of patriotic addresses and songs which cannot fail to impress the rising generation with loyalty and imperialism. A trustee or some leading educationalist speaks in each school. Parents are intensely interested. British Columbia can take a leaf out of the experience of other provinces in this respect.

Skating rinks are connected with some of the best schools, particularly in Toronto.

How we are governed is illustrated on the walls of some school rooms, where are found the portrait of Victoria, the Good, the Peacemaker, the present King, and then down through members of parliament, judges, to the town council. Autograph letters from each show the interest some teachers

have elicited in their work. Fort William has one room that takes first place in this respect. Mottoes covering morals and ethical duties are frequently as much in evidence as are the text-books.

In Montreal yearly there is provision made for at least five teachers going abroad to visit schools, their expenses being paid. Returning, these teachers give a careful account of what they saw, at a social gathering attended by both teachers and trustees. Parallel with this is the trustees' course in the Manitoba College, where any trustee may take from a six-weeks' course in the duties of his important office. Trustees are coming to feel they must yearly spend some time in visiting up-to-date schools. My friend, Trustee J. L. Washburn, of Duluth, puts it "No educationist is of real importance till he has been abroad to study schools."

Pupils' Exhibits.

Schools are yearly having exhibits of pupils own work produced in the school room or the garden. One school alone last year had some 2000 exhibits. Winnipeg has very large exhibits, perhaps larger than any other schools on the continent. The influence of these will last through after life.

Superannuation for teachers is the order in many cities. For 1910 Toronto alone had four high school teachers and forty-one of the public schools placed on this list.

Teachers' residences are being built for many schools and they will do much to encourage the married teacher to stay and so win his best service.

In Saskatchewan, and Alberta, teachers from other provinces are granted an interim certificate and after several good reports from the inspector are granted a permanent certificate without examination. The plan works admirably. Adopted in British Columbia, it would ensure the more distant schools a good teacher

NEW SCHOOL
FOR THE MUNICIPALITY OF
SOUTH VANCOUVER
J.H. BOWMAN, ARCHT.



W. HARRIS DEL

instead of as now often being without one for months. I am sorry to find that British Columbia schools are for the most part behind those on the Prairies and in the East and South in matter of school libraries.

In the appointment of medical school supervisors, one for every 125 teachers is the average in city schools. Toronto is nearest the free text-book arrangement, all the text-books and supplies being free. I am pleased to notice that cramming is under the ban by all leaders of education and so will less be complained of in future. Chief Instructor J. L. Hughes of Toronto puts it right when he says, "Teachers who work with the one purpose of cramming pupils to pass the examination lose sight absolutely of the great vital ideals of education and an educational system conducted on that line for some time is bound to produce a race of mediocre men and women." Many of the foremost schools have abolished the written examination for entrance. A leading school superintendent says, "One written examination is too many for entrance." In speaking of

Up-to-Date School

ideas I regret exceedingly to refer to a very unprogressive feature found in one province, particularly—the bilingual schools of Manitoba—and I condemn them in this, that English is not being adequately taught. The teacher in nearly all of these schools is at home in the non-English language, which is the language of that particular section, whereas the teacher's knowledge of English should be his qualification to teach. In no part of the United States is provision made for teaching any language but English. In Canada, the least we can demand

is that English be made indispensable in any school. A speedy change in this respect will be cause for national joy.

In speaking of modern schools, one must refer to some rather modern incident or sayings on the part of the pupils. These are to be met with quite frequently in the school room and they help.

On visiting a school the question was asked, "What subject, if any, do you not like?" A conscientious little chap promptly replied, "I don't like to get a licking." In one of the Prairie schools the teacher asked at close of a moral lesson, "What would become of the proud man?" The answer was prompt, "He will become a beast." (The young hopeful explained that the Bible says, "He that exalts himself will be abased—(a baste).

In a lake school in British Columbia, a boy came crying to school as a consequence of the toothache. Miss Brown asked why he did not get the tooth extracted, to which the boy replied, "Father can't get a doctor cheap enough."

To the roll call in one of the Winnipeg schools, "Peter Smith," "That's me," "Kate Kitto," "She's got the mumps, teacher."

British Columbia, for all its schools, wants the best on the continent for her future citizens.

In conclusion I can but hope this may afford some suggestions, afforded through visiting 400 rural and urban schools, and, of attending over a score of educational conventions outside our province.

Note—Fully 100 slides were prepared for this paper, so lending interest to the address.

Thursday's Session

November 9, 1911

THIS session opened with President Thomas Lawson in the chair. "What the Needs of the Rural Schools Are, and How to Fill Those Needs," formed the basis of discussion. Mr. W. E. Buckingham, chairman of the Richmond School Board, Eburne, was the speaker and dealt at considerable length with the problems that have to be faced by the men and women who are struggling against great odds to educate the children of families in sparsely populated districts.

He pointed out that a special effort should be made on the part of the trustees to see that the best environments are thrown about the children and that everything possible be done to improve the attractiveness of the schools where the youngsters get their first training in the elements so necessary in after life.

Mr. Buckingham especially emphasized the fact that the trustees, the teachers and the parents should work in harmony and that a special effort should be made to encourage the teacher in educational work. He declared that the teacher should be sympathized with and not made the subject of so much fault-finding on the part of parents and trustees.

Lack of Proper Inspection.

The speaker declared that the lack of proper inspection of schools was sorely and sadly felt by those who have the handling of the rural schools. He chose to substitute the word "instruction" rather than the word "inspection," maintaining that the work of the inspector is to put the teacher right in the matters of which she either lacks experience or which is doubtful. This inspection or instruction work, Mr. Buckingham de-

clared, was the most important of all in the operating of the rural schools, for by this means the connecting link between the school authorities and the person actually in the classroom is maintained.

Mr. Buckingham stoutly insisted that the teachers in the rural schools are underpaid, and are by no means properly remunerated for the services they are expected to give. He declared that if better work is to be had at the hands of the educators, there must be more money paid out in salaries.

In reply to one man who insisted that some teachers are "no good anyway," Mr. Buckingham said: "The way to regard the teacher is to put yourself into her place and then discover what you would do. Consider the young woman your daughter, and then think of the matter from the personal standpoint. I regard the teacher as a friend and a person to whom I should, so to speak, be a father. I must help her out of her difficulties and aid her in every way possible to straighten out the tangles that are certain to come into the management of any rural school.

"The teacher, gentlemen, is pretty much what we make her. If you aid her and do what is for the best interests of the school, acting in co-operation with the teacher, there are nine chances to one that there will be no difficulty upon that score."

Should Be Better Paid.

Regarding the inspection of schools, he insisted that there should be more inspectors placed in the field, and that these be paid better salaries. The speaker highly commended Mr. A. C.

Stewart., who was at one time an inspector, who was at one time an inspector, that there was not plenty of room for improvement.

Mr. Stewart was called upon to make a few remarks regarding the question, and in doing so declared that the work of inspecting the schools in the rural localities is one of the most important and by far the most arduous tasks in connection with the management of school affairs. He said

that since 1906 there had been a wonderful improvement in the affairs of the schools, and that the condition of educational institutions in rural sections of the province had become wonderfully improved. He said that he had travelled from one end of the province to the other, and that at one time he thought himself to be one of the best posted men in Canada as to the conditions of the schools. He was of the opinion that the schools existing today in out-of-the-way places in the province ranked far higher than ever before in the history of the province, but this, he said, did not mean

He maintained that the problems of life are the things that make life worth living, and that without these stimulating influences people would become inert, with little desire to do anything but the most ordinary and lazy things.

Following the general discussion which took place after the talk by Mr. Buckingham, Miss Alice Ravenhill, of Chrchveattle, Shawnigan Lake, delivered a scholarly paper on the "Physiological Development of Childhood." This was considered to be one of the most important papers delivered at the convention. It was highly technical, and was much commented upon as the result of a great deal of study and observation. On motion made by Dr. Brydone-Jack, seconded by Mr. J. J. Dougan, the author of the paper was the recipient of a vote of thanks from the large audience who heard the discourse.

THURSDAY AFTERNOON, NOV. 9, 1911

Mr. W. P. Argue, B. A., superintendent of Vancouver city schools, gave an excellent address on the "Tendencies of Modern Education." He pointed out that the trustees of the present time appreciate the fact that they must have education as accessible as possible and as practicable as it can be made to conform to the actual "bread and butter" needs of the man or woman, the boy or the girl, the more nearly it would become an actual help in that person's fight for an existence and a livelihood.

The speaker declared that a few years ago the system of education was such that the student was educated to keep from work rather than to labor. This, he insisted, is being changed over until the youngster is taught how to best do the necessary work of life. The educational work, he said, is being carried on to such an extent that

the adults are being induced to attend special schools where they may become proficient in their line of endeavor.

Minister of Education.

Hon. H. E. Young, minister of education, appeared before the trustees' convention and electrified that body with promises of big things to be done in connection with the proposed university. He declared that he would have the university classes open by 1913 and if necessary will conduct the educational work in tents rather than let it be postponed. He stated that he has one million dollars with which to begin the erection of the buildings and that this enormous sum will not in any way endanger the endowment of the institution. Dr. Young, after expressing his pleasure at being present at the convention, said:

"I had the pleasure of meeting with

you last year at Kelowna, and receiving the resolutions adopted by you. I assure you that the department of education accepts your resolutions regarding private schools. The department may not see eye to eye with you in regard to changes that you suggest in the act but your suggestions, probably with modifications by the department, will finally be adopted. Regarding the subject of private schools, the department intends that the system of education of British Columbia shall be under the administration of the department and such men as the trustees, who give their time and efforts to the upbuilding of the province.

Learning by Experience.

"We will take advantage of mistakes other provinces are making. Sometimes we jump the hurdle and come to a cropper, but we can always go back and correct our mistakes. We have to learn by experience; to take advantage of the experience that older provinces have had. Our optimistic spirit is evident and the West will overcome difficulties and build up, with your assistance, an educational system second to none in the world.

"I have had occasion to speak at different times in regard to my educational system; I call it mine because it is my life work, and as long as my good friends the Liberals leave me in office I will make it my life work.

"The kindergarten pupil is the freshman of the university. I have let contracts for clearing the site. I have worried most about question of buildings. I have already promised that classes will open in midsummer, 1913, and they are going to open if they have to open in tents. We will have the teachers there. We can teach as well in tents as in marble halls, but we will have marble halls.

"I am going to have buildings that

will be a credit to North America. I have consulted with Dr. Murray, president of Saskatchewan University, and have consulted with Eastern men. The plan adopted by the Saskatchewan government was this: They gave Dr. Murray a free hand and let him go East. There he picked out his own men to give him the scheme for the buildings. I want to encourage the Western spirit; want to encourage young men, but as yet our architects are not experienced enough to tackle a question like a university that will be a credit to British Columbia.

"I am going to bring three or four men out from the East to give the broad suggestions I need. The first faculty is to be for the school of architecture. I am going to found fellowships, \$1000 to \$15,000 a year for the young men of British Columbia and let them offer the suggestions for the buildings. Some of them may build his own monument and make up the scheme I want. I worried for a year in regard to this question. I would be pleased to receive suggestions. I want to encourage local men. I want to give scholarships to a dozen men, to be devoted entirely to that work; they may do other work on the side if they wish.

"The work here is going to be the standard and the only institution on the Pacific Coast which will approach it will be the Phoebe Hearst College in California. It is going to beat that. I have got the money to do it with. The raising of the price of land has doubled the university endowment. Premier McBride promises that I can put in one million dollars this year to start the buildings with and that without impairing our endowment. I would welcome suggestions. It is a big thing, but I am going to tackle it in the same spirit as the trustees are tackling the educational questions, and will win out."

High School Cadets Reviewed.

Following the speech of the minister of education the company of cadets from the High School was reviewed by all of the trustees who went to the ground floor and from the front steps of the school watched the young soldiers drill and march about the school yard. The movements of the company was hampered to some extent because of the fact that several inches of snow lay on the ground. However, the boys made a good showing and received the praises of the trustees.

Resolutions.

Many resolutions were introduced but all were referred to the resolutions committee. Among the resolutions presented were a set offered by Principal Sparling of the Aberdeen school, who appeared before the convention as the representative of the principals' association. This organization of principals and teachers, at the last meeting held on October 28, drew up the set of resolutions, which they submitted to the trustees' convention.

THURSDAY NIGHT, NOV. 9, 1911

The meeting which was held in the Dominion hall was one of the most spectacular, best attended and by far the most successful of the convention. Two hundred and fifty boys and girls, all selected from the grades of Vancouver, took part in the chorus work.

The following are the song selections which were given: "O Canada," by the orchestra and chorus; "Marche Aux Flambeaux," by the orchestra; "Over the Fields of Clover," two part song by the chorus; "John Brown's Knapsack," by the chorus; "Pilgrim Chorus," by the orchestra; "At the Thought of Britain's Glory," and the National Anthem. The orchestra as well as the chorus is the result of many months of careful training on the part of School Musical Director Mr. George P. Hicks. The members of both organizations are taken from the grades, with none of the High School people among them.

A squad of cadets from the High School, in charge of Capt. R. N. Davy acted as ushers for the meeting. They appeared decidedly to advantage in their attractive uniforms, and made a valuable feature to the evening's entertainment.

Mr. William Burns, B. A., principal of the Provincial Normal School,

made an address on "The Place of the Normal School in Modern Education." He pointed out what the aims of the Normal School are, and what is desired as a result. He showed how the trustees and the school authorities work hand in hand, and why there should be perfect co-operation. He suggested several changes in the management and operation of the overlapping function. He showed that the trustees on their side prevent waste of material, while the teachers prevent waste of energy. One of the greatest sources of waste, he said, is the constant change of teachers, and to minimize this element he maintained inducements should be offered to get the very best teachers possible.

In a speech entitled "The Weaknesses of Our Educational System," Rev. W. H. Vance, M. A., principal of Latimer Hall showed what are some of the faults of the management of the schools of today.

At the conclusion of the address Rev. Vance was complimented very highly by Superintendent of Education Robinson.

Concluding the speaking programme Mr. J. McCaig, B.A., LL.B., of Edmonton, delivered an address on "The Measure of the City System."

Friday Morning

November 10, 1911

ELECTION of officers for the ensuing year, naming of Kamloops as the next meeting place of the British Columbia Association of School Trustees and the refusal on the part of the delegates to consider the resolutions introduced by Principal Sparling concerning changes in the management of the schools were the three big features of this session of the trustees' convention.

The resolutions committee headed by Mr. A. R. Stacey made a report. Considerable discussion took place on whether or not the resolutions committee would be permitted to make a report. Finally by a vote of thirty to sixteen the convention decided that they would have none of the resolutions submitted by the teachers.

All of the parliamentary law that could be brought to bear upon the matter was introduced and put into effect. Motions, counter motions, amendments, amended amendments and points of order flew thick and fast. There was an element in the meeting that was very desirous of having the resolutions put through, while there was another element, who, according to their own statement, did not care to constitute themselves an advisory board to the government and preferred to have nothing to do with the proposed changes as expressed in the resolutions offered by the teachers.

Special Committee Named.

A legislative committee, headed by Mr. George Jay, and composed of Messrs. P. Peebles, Arthur, Miller, Brydone-Jack, Spencer Robinson and Buckingham was appointed to deal with any and all questions that come up either in the legislature or through the government pertaining to the school laws. There was one ques-

tion, the change in article 42 of the school law, which was emphasized for the immediate consideration of the committee. This committee was given the power of enlarging its membership and including such persons as may from time to time be thought advisable in the interests of the organization of trustees.

Officers Were Elected.

Officers elected for the ensuing year were as follows: President, W. E. Flumerfelt, Vancouver, B.C.; first vice-president, Captain D. McIntosh, Victoria, B.C.; second vice-president, Mr. J. M. Wright, Armstrong, B.C.; secretary-treasurer, Mr. Spencer Robinson, South Vancouver, B.C.; executive, A. R. Stacey, chairman, North Vancouver, B.C.; J. J. Dougan, Vancouver, B.C.; L. A. Palmer, Kamloops, B.C.; A. Stevens, Cedar Cottage, South Vancouver, B.C.

Compulsory Attendance.

The following resolutions were passed by the convention:

That the school act be so amended as to make it compulsory for all children to attend school during their school age, and in default the school board to have power to prosecute the parents or guardians.

That the provincial government be requested to introduce at the next session of the legislature an amendment to the Public Schools act enlarging and completing the powers of expropriation now conferred on boards of trustees by providing the necessary machinery for carrying those powers into effect.

That the provincial government be urged to introduce at the next session of the legislature an amendment to the Liquor act, 1910, to the effect that no licenses shall be granted or re-

newed for the sale of liquor, as interpreted by the said act, upon any premises adjacent to or opposite any public school building or grounds.

That the government should grant the same aid to the establishing of domestic science teaching as it now grants to establishing manual training centres.

That the provincial government be requested to introduce at the next session of the legislature an amendment to section 42 of the Public Schools Act empowering boards of trustees

of municipal districts to submit to the municipal council an estimate of extraordinary expenditure at any time as and when the necessity for such expenditure may in the opinion of the board arise.

That in all townsites hereafter laid out the government insist upon the reserve of at least five acres in every fifty acres of townsite for public school purposes or for park purposes or for public playgrounds. Selection to be made through proper government authority. (Passed).

FRIDAY NIGHT, NOV. 10, 1911

The largest and most successful meeting of educational men ever held in the province was brought to a close when the delegates to the eighth annual convention of the British Columbia Association of School Trustees banqueted at the Dutch Grill. The event was a fitting close to a three days' gathering which from an educational standpoint was filled to overflowing with matters of interest and deep concern to the country.

Among the 200 men who gathered around the banquet board were the minister and the superintendent of education, the mayor, councilmen from various municipalities nearby as well as from this city, reeves from neighboring districts, school trustees, prominent men who have been identified with the educational interests of this province and in fact representatives from almost every part of the province. It is seldom that so imposing an array of talent is brought together under one roof and about one board.

The government was represented by Hon. H. E. Young, Minister of Education, and Dr. Alexander Robinson, Superintendent of Education.

Many Distinguished Speakers.

The toast list was long and included speeches from Sir Charles Hibbert Tupper, K. C. M. G., K. C.;

Charles E. Tisdall, M. L. A.; A. H. B. Macgowan, M. L. A.; Mayor L. D. Taylor; Hon. H. E. Young, B. A., L. L. D.; Reeve J. Weart; A. R. Stacey; Peter Peebles; W. E. Flumerfelt, president-elect of the association; Dr. E. C. Arthur of Nelson; Capt. D. McIntosh of Victoria; Ald. James Ramsay; Maxwell Smith; Trustee J. D. Breeze; A. G. McCandless, president of the Board of Trade; Ewing Buchan, president of the Canadian Club; Trustee George J. Dyke; J. McCaig, B. A., LL. B., Edmonton, Alta., and Col. Duff Stuart of Vancouver.

Education: its history, its present and its future was discussed in a most enthusiastic manner. Each of the speakers seemed to vie with the other in trying to predict great things for the province along educational lines. Dr. W. D. Brydone-Jack introduced Mr. Robinson, the toastmaster. The toast to the King was drunk, and Sir Charles Hibbert Tupper proposed the first toast of the evening, "The Province of British Columbia."

Toast to the Province.

He opened his remarks with a laughable reference to the weather, which he said was decidedly out of joint and was not to be taken by those present as a basis for the judging of the climatic conditions of this city. He pursued a rather reminiscent vein

during the first of his speech, and referred to the work of his venerable father in the Province of Nova Scotia when that gentleman began the fight for free schools in 1867. Sir Charles declared that at that time the idea of free schools was as unpopular as it could be, and that the exponent of the doctrine would probably not be elected for poundmaster if his name came before the electors. He pointed out that the sterling qualities which have been given to the educational work of this province will remain forever, and that the foundations laid in honesty, patriotism and love of country will make of the institution one of the greatest in the world. He predicted great things for the schools of this section, and prophesied pleasantly as to what the great advance work of the future will be.

NAMES OF DELEGATES

- Armstrong**—W. T. Hayhurst, Aaron Ford, C. T. Crozier, J. M. Wright.
Boundary Falls—Albert Ningel, B. Schoinolel.
Burquitlam—H. B. Baker.
Burnaby—Thos. Sanderson.
Central Park—T. W. Mayne.
Chilliwack—A. L. Coote, E. D. Barrow, B. T. Malcolm, H. J. Barber..
Chilliwack District—Ivor C. Lucas, J. E. Parker, J. C. Robertson, J. L. Denholm.
Clayton—C. W. McCallum.
Cloverdale—T. H. Wright.
Coquitlam—Richard F. Butt, E. Marten.
Dewdney—S. Smith.
Eburne—W. F. Stewart.
Fernie—R. Dudley.
Grand Forks—J. W. Rutherford.
Hatzic—F. L. Ketcheson.
Kamloops—Angus McKay (Rose Hill), L. A. Palmer.
Kelowna—Thos. Lawson.
Ladysmith—Theo. Bryant.
Langley—John A. Nash (Otter P.O.), Robt. J. Wark.
Lumby—Charles Christien.
Maple Ridge—John Baillie.
Medicine Hat, Alta.—W. J. Brotherston (fraternal delegate).
Mission City—J. A. Catherwood.
Mission—Henry Judd.
Nanaimo—Mrs. Fanny J. Skinner.
Nelson—Dr. E. C. Arthur.
New Westminster—John Peck, E. C. Cross, L. Thornber, T. J. Trapp, E. C. Davey.
North Vancouver City—A. R. Steacy.
North Vancouver District—John Y. McNaught, Thos. S. Nye, John Lawson (Hollyburn).
Peachland—Grant Lang.
Point Grey—Ronald Smith.
Saanich East—W. J. Scott (Maywood P. O.).
Saanich, South—Munroe Miller, William Campbell, Josiah Bull.
South Vancouver—Robt. Barker, C. M. Whelpton, Spencer Robinson, Geo. A. Stevens (Cedar Cottage).
Salmon Arm—W. Arthur Banks.
Sidney—H. A. McKillican, Frank J. M. Noris.
Somenos, V. I.—William Herd.
Westminster, South—Albert G. Marshall.
Squamish, Lower—W. Abernethy.
Sumas, Upper—Jas. H. H. Nelson, Thos. B. Straiton.
Vancouver—George J. Dyke, Wm. H. P. Clubb, J. J. Dougan, A. Thomas Duke, J. D. Breeze, W. D. Brydone-Jack, W. E. Flumerfelt.
Vernon—W. H. Rice, E. Harris, Jos. P. Harwood.
Victoria—D. McIntosh, Edward B. Paul, Angus B. McNeill, Geo. Jay.

BURNABY

F. T. Cliff, Esq.

T. O. Morrison, Esq.

POINT GREY

J. W. Fairhall, Esq.

J. A. Paton, Esq.

Capt. Stewart.

RICHMOND

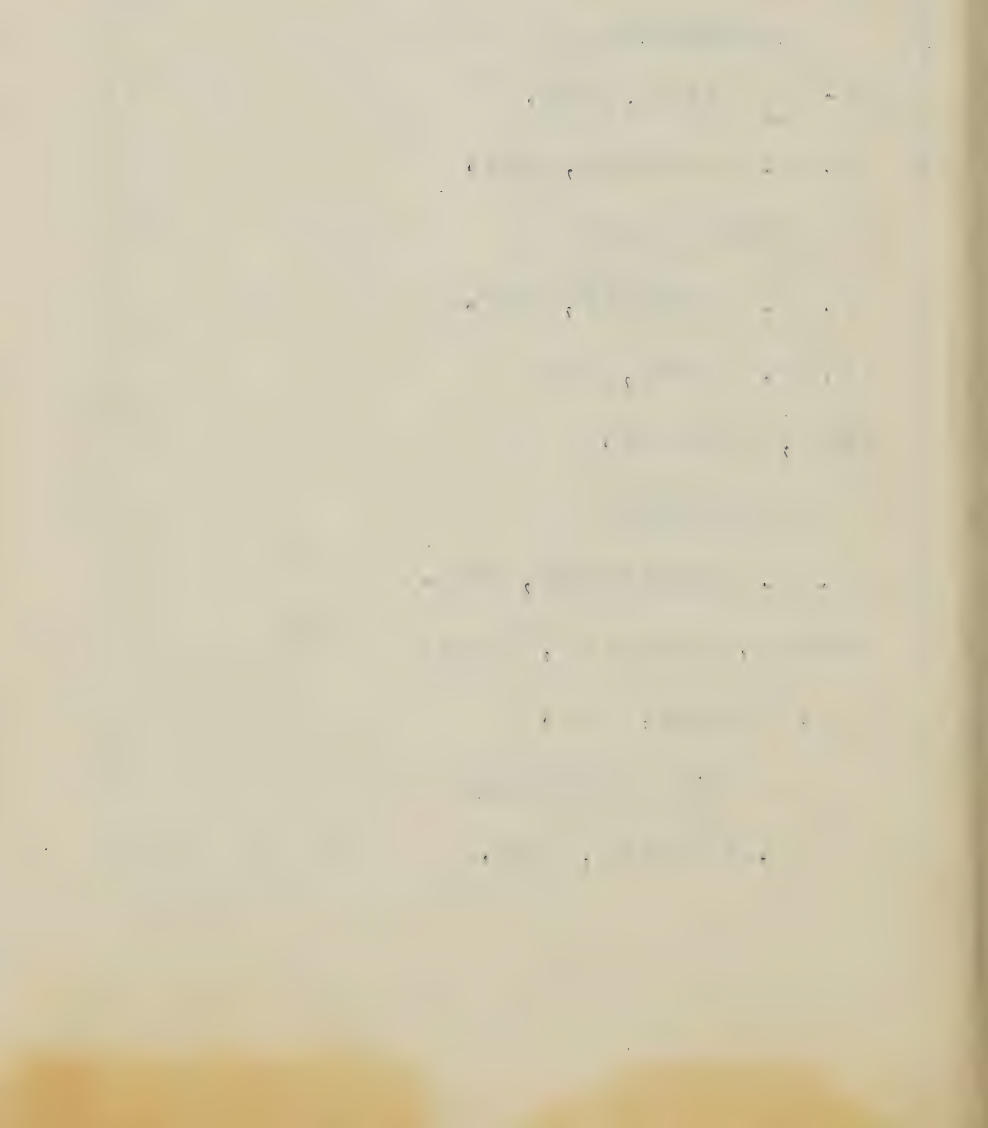
W. E. Buckingham, Esq.

James. Thompson, Esq.

Wm. Tilton, Esq.

SOUTH VANCOUVER

Wm. Fleming, Esq.



Financial Statement

RECEIPTS 1911.

First Class Cities.

Victoria	\$ 50.00
New Westminster	50.00
Vancouver	50.00
	<u>\$150.00</u>

Second Class Cities.

Grand Forks	\$ 15.00
Ladysmith	15.00
Nanaimo	15.00
Nelson	15.00
Revelstoke	15.00
Rossland	15.00
North Vancouver	15.00
Vernon	15.00
	<u>\$120.00</u>

Third Class Cities.

Chilliwack	\$ 10.00
Cranbrook	10.00
Fernie	10.00
Greenwood	10.00
Kamloops	10.00
Kelowna	10.00
Slocan	10.00
Fernie	10.00
Prince Rupert	10.00
Burnaby	10.00
Chilliwack	10.00
Coldstream	10.00
N. Cowichan	10.00
Maple Ridge	10.00
Matsqui	10.00
Mission	10.00
Point Grey	10.00
Richmond	10.00
Saanich	10.00
Saanich North	10.00
Salmon Arm	10.00
Spallumacheen	10.00
Sumas	10.00
Surrey	10.00
Vancouver North	10.00
Vancouver South	10.00
Delta	10.00
Coquitlam	10.00
	<u>\$280.00</u>

Total Receipts \$550.00

DISBURSEMENTS 1911.

Printing annual report	\$ 92.50
Stationery	22.75
Engraving	4.75
Delegate to Alberta conven- vention	85.00
Secretary's salary	150.00
Postage	43.50
Telegrams and phone mes- sages	5.05
Discount on cheques	4.60
Office assistance	5.00
Wrappers for reports60
Stationery75
Annual circulars	9.85
Typewriting	5.00
Printing	19.50
	<u>\$148.85</u>

Deficit from 1910 (see report)..... 39.10

Total \$487.95

SUMMARY, 1911.

Total receipts \$550.00
Total expenditure 487.95

Cr. Balance \$ 62.05

J. J. DOUGAN,
Secy.

Audited and found correct, Nov. 10th,
1911.

W. D. BRYDONE-JACK,
J. D. BREEZE,
Auditors.

Vancouver, B. C.,
November 22nd, 1911.

This is to certify that I have examined statements, papers, etc., presented by J. J. Dougan, Esq., late secretary B. C. Trustees, and would report that:

The receipts for 1911 were \$550.00
The expenditures as per certi-
fied cheques, receipted bills on
file, etc. 487.95
Balance on hand as per cheque to
B. C. Trustees, by J. J. Dougan.. 62.05
\$550.00

We would recommend that in future the secretary provide himself with proper books for keeping accounts and that all money transactions be through a chartered bank with proper authorised signatures of officers of Trustees' Association.

We would make the above recommend-
ation in view of the fact that hitherto the secretary has been in the habit of advancing money to the Association as required and waiting until returns came in for reimbursement and that while the past system has been above reproach, yet in view of the larger field of usefulness and finances of the institution a definite system should be now inaugu-
rated.

W. D. BRYDONE-JACK,
J. D. BREEZE,
Auditors.

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